# DOCUMENT RESUME

ED 405 071 PS 022 372

| | |
|---|---|
| TITLE | Elementary Core Curriculum Standards. Levels 4-6: Arts, Information Technology, Language Arts, Library Media, Mathematics, Responsible Healthy Lifestyles, Science, Social Studies. Revised Edition. |
| INSTITUTION | Utah State Office of Education, Salt Lake City. Div. of Curriculum and Instruction. |
| PUB DATE | 91 |
| NOTE | 161p.; For Elementary Core Curriculum Standards: Levels K-3, see PS 022 371. |
| PUB TYPE | Guides - Non-Classroom Use (055) |
| EDRS PRICE | MF01/PC07 Plus Postage. |
| DESCRIPTORS | Art Education; Computer Literacy; *Core Curriculum; *Educational Objectives; *Elementary School Curriculum; Health Education; Intermediate Grades; Language Arts; Library Skills; Mathematics Curriculum; Science Curriculum; Social Studies |
| IDENTIFIERS | Utah State Board of Education |

ABSTRACT

A core curriculum was developed as a result of the Utah State Board of Education's establishment of a policy requiring identification of specific core curriculum standards to be completed by all students in kindergarten through grade 12 as a requisite for graduation from secondary school. The core curriculum represents those standards of learning that are essential for all students. The standards relate to ideas, concepts, and skills that provide the foundation for subsequent learning. This document presents the core curriculum standards for grades 4 through 6. An introductory section explains various requirements of the state board of education pertaining to elementary and secondary education. The next sections are organized by the following subject areas: (1) arts; (2) information technology; (3) language arts; (4) library media; (5) mathematics; (6) responsible healthy lifestyles; (7) science; and (8) social studies. Each of these sections is further divided by grade level. For each grade level, core standards are stated, and specific objectives related to the standard are listed. (TM)

***********************************************************************
*    Reproductions supplied by EDRS are the best that can be made     *
*                    from the original document.                      *
***********************************************************************

ED 405 071

# Core Curriculum

# REVISED

1991

Grades 4-6

Utah State Board of Education

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality

- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

R. Raphael

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

PS 022372

BEST COPY AVAILABLE

PS

# ELEMENTARY
# CORE CURRICULUM STANDARDS

## UTAH STATE BOARD OF EDUCATION

## LEVELS 4-6

**ARTS**
(Visual Arts, Music, Dance, Drama)

**INFORMATION TECHNOLOGY**

**LANGUAGE ARTS**
(Drama)

**LIBRARY MEDIA**

**MATHEMATICS**

**RESPONSIBLE HEALTHY LIFESTYLES**
(Health, Movement & Fitness, Dance)

**SCIENCE**

**SOCIAL STUDIES**

1991

# A LETTER

## FROM THE UTAH STATE BOARD OF EDUCATION

What takes place in the thirteen years from kindergarten through the twelfth grade of public school is critical to each student's success in today's world. The new core curriculum standards have been developed to provide a solid foundation in education for students. They call for mastery of information, concepts, and skills in the subject areas of: arts, information technology, language arts, library media, mathematics, responsible healthy lifestyles, science, social studies, and vocational and applied technology education.

The world of the future will require less than one-fourth of the work force for the production of consumer goods and food items. The core standards are designed to prepare students for those changing times that will require knowledge and skills for living and competition in the informational age.

Sincerely,

Neola Brown
Ruth Hardy Funk
Keith T. Checketts
Donald G. Christensen
John M. R. Covey

C. Grant Hurst
Harold S. Jensen
V. Jay Liechty
Frances Hatch Merrill

# INTRODUCTION

Action by the State Board of Education in January of 1984 established a policy requiring the identification of specific core curriculum standards which must be completed by all students K-12 as a requisite for graduation from Utah's secondary schools. This action was followed by three years of extensive work involving all levels of the education family in the process of identifying, trial testing, and refining these core curriculum standards for Utah's schools.

The core curriculum represents those standards of learning that are essential for all students. They are the ideas, concepts, and skills that provide a foundation on which subsequent learnings may be built.

The core should be taught with respect for differences in learning styles, learning rates, and individual capabilities without losing sight of the common goals. Although the core curriculum standards are intended to occupy a major part of the school program, they are not the total curriculum of a level or course.

STATE BOARD OF EDUCATION

| | | |
|---|---|---|
| New<br>Date of Adoption 11-7-86 | Revised<br>Date | Descriptor<br>Code: |

# THE ELEMENTARY AND SECONDARY SCHOOL PROGRAM OF STUDIES AND HIGH SCHOOL GRADUATION REQUIREMENTS

## STATEMENT OF PHILOSOPHY

The primary goal of education is the development of individuals who possess the knowledge, skills, and human characteristics necessary to enable them to live meaningful as individuals and as positive contributors to society. To achieve this ultimate goal, the individual must be provided experiences to develop skills in language and thinking, scientific understanding, mathematics, historical perception, aesthetic appreciation, social interaction, movement, fitness and health, and career competencies.

### Elementary Education

The elementary school reaches the greatest number of students for a longer period of time during the most formative years of the school experience. This unparalleled responsibility makes it imperative that each elementary school be provided with effective leadership, meaningful standards, a balanced curriculum, sufficient means, and competent staff.

### Secondary Education

The secondary school should provide the opportunity for every student to have a challenging educational experience which will prepare him/her to pursue a fulfilling and productive role in society, which both transmits and enhances our culture. A comprehensive curriculum with enough flexibility to strengthen individual talents and interests must be available for all students.

## R300-700. The Elementary and Secondary School Core Curriculum and High School Graduation Requirements.

### R300-700-1 Definitions

A. "Board" means the Utah State Board of Education.

B. "IEP" means individual education program.

C. "Special assignment teacher" means a teacher assigned to:

(1) alternative school settings with self-contained classrooms in which the teacher must teach several subjects;

(2) teach homebound students with the expectation that several subjects will be covered by the same teacher; or

(3) necessarily existent small or rural schools with limited faculty and enrollment in which teachers must teach more than three core subjects.

### R300-700-2. Authority and Purpose.

A. This rule is authorized under Article X, Section 3 of the Utah State Constitution which vests general control and supervision of the public education system in the State Board of Education, Section 53A-1-402(1)(b), U.C.A. 1953, which directs the Board to make rules regarding competency levels, graduation requirements, curriculum, and instruction requirements, and Section 53A-1-401(3), U.C.A. 1953, which allows the Board to adopt rules in accordance with its responsibilities.

B. The purpose of this rule is to specify the minimum core curriculum for the public schools and high school graduation requirements.

### R300-700-3. General Requirements - Course Standards.

The Board establishes minimum course description standards and objectives for each course in the required general core. Course descriptions for required and elective courses are developed cooperatively by local school districts and the Utah State Office of Education. The descriptions shall contain mastery criteria for the course and shall stress mastery of the criteria rather than completion of predetermined time allotments for subjects. Implementation and assessment procedures are the responsibility of local school districts.

### R300-700-4. General Requirements - Teacher Qualifications.

Teachers may not be assigned to teach any course unless, for the subject area to which they are assigned, they hold a current Utah teaching certificate endorsed in the subject area, have completed an undergraduate or graduate major or minor in the subject area, have completed a Board approved inservice program, or have demonstrated competency in the subject area.

### R300-700-5. General Requirements - Special Assignment Teachers.

A. Special assignment teachers must hold a Basic or Standard Certificate with endorsement(s) for the course(s) which they are assigned to teach. In addition, personnel must have completed at least nine quarter hours of state approved college or inservice course work in each of the subject areas in which they are assigned.

B. Special assignment teachers are temporarily authorized for the duration of their special assignment and do not receive a permanent endorsement for the subject area until they have completed the equivalent of a subject matter minor, at least 24 quarter hours of state approved college coursework in the field, or have been declared competent to teach the subject by the Utah State Office of Education Committee on Demonstrated Competency.

**R300-700-6. General Requirements - Unit of Credit.**

A. A unit of credit or fraction thereof shall be given upon satisfactory completion of a course or learning experience in compliance with state course standards. Students also may complete a course on a performance basis in which case assessment of mastery will be the responsibility of the local boards of education. Credit can be awarded only once for a specific required course with the same content during the secondary school experience.

B. Credit may be earned in any of the following ways:

(1) successful completion of a course;

(2) demonstrated proficiency, via preassessment;

(3) demonstrated mastery of approved courses outside of the school day or year;

(4) concurrent enrollment in approved post-secondary training institutions;

(5) demonstrated mastery of approved correspondence or extension courses; or

(6) upon application, demonstrated mastery in special experimental programs.

**R300-700-7. General Requirements - Instructional Time.**

School districts shall organize flexible time blocks for instruction which accommodate outcome-based curriculum. To help the Board keep apprised of instructional time variations, districts shall submit their instructional time schedule to the Utah State Office of Education for approval.

**R300-700-8. General Requirements - Student Education Plan.**

A student education plan is cooperatively developed by the student, the student's parents, and designated school personnel. This plan is guided by general requirements and individual student interests and goals. It is formally reviewed, at least, at the beginning of grade one, at the end of grades three and six, and annually thereafter. Each student's high school plan shall identify an area of concentration, which may be as many as four to five units, in a cluster related to the student's post-secondary goal.

**R300-700-9. General Requirements - Diploma.**

In Utah's public schools, a high school diploma is granted to a student who has met Board curriculum requirements and any additional requirements of the local school district.

**R300-700-10. Requirements for Elementary Education.**

A. The Board shall establish standards for elementary education which include the identification of a general core curriculum. Implementation and formal assessment of student mastery of the general core curriculum are the responsibilities of the local boards of education. At a minimum, formal assessment shall occur during or at the completion of the primary grades, grade three, and again during or at the completion of the intermediate grades, grade six. Informal assessment should occur on a frequent ongoing basis to ensure continual student progress. Provision for remediation for all students who do not achieve mastery is required.

B. Required Elementary Core Curriculum:

REQUIRED ELEMENTARY CORE CURRICULUM
GRADES K-6

| GENERAL CORE | | OPTIONS |
|---|---|---|
| LANGUAGE ARTS | SOCIAL STUDIES | FOREIGN LANGUAGE |
| Reading | Introductory Citizenship | |
| Writing | Principles and Practices | |
| Speaking | | |
| Listening | ARTS | |
| MATHEMATICS | RESPONSIBLE HEALTHY LIFESTYLES | |
| SCIENCE | INFORMATION TECHNOLOGY | |

C. All handicapped students are required to demonstrate mastery of the core curriculum. If a student's handicapping condition precludes the successful demonstration of mastery, the IEP team, on a case by case basis, may exempt the student or modify the mastery demonstration to accommodate the student's handicap.

**R300-700-11. Middle and High School Requirements.**

A. The Board provides general direction and standards in secondary education. Students in grades seven and eight must earn a minimum of 12 units of credit. Students in grades nine through twelve must earn a minimum of 24 units of credit. Districts may require additional units of credit. Formal assessment of student mastery of the general core courses shall occur as a minimum during or at the completion of grades eight, ten, and twelve. Implementation and assessment of student mastery of the core courses are the responsibility of the local board.

B. Middle Education Core Curriculum:

GENERAL CORE - 10.5 Units PLUS REQUIRED ELECTIVES 1.5

| SUBJECT AREAS | REQUIREMENTS | |
|---|---|---|
| Language Arts | 2.0 | LOCAL DISTRICT OPTION |
| Mathematics | 2.0 | |
| Science | 1.5 | |
| Social Studies | 1.5 | |
| The Arts | 1.0 | |
| Information Technology | Credit Optional | |
| Responsible Healthy Lifestyles | 1.5 | |
| Vocational Education Technology, Life and Careers | 1.0 | |

C. High School Core Curriculum:

(1) Required credits:

HIGH SCHOOL CORE CURRICULUM
GRADES 9-12 24 UNITS OF CREDIT REQUIRED

GENERAL CORE - 14.5 Units PLUS REQUIRED ELECTIVES 9.5

SUBJECT AREAS REQUIREMENTS

| | |
|---|---|
| Language Arts | 3.0 |
| Mathematics | 2.0 |
| Science | 2.0 |
| Information Technology | Credit Optional |
| Social Studies | 3.0 |
| Arts | 1.5 |
| Responsible Healthy Lifestyles | 2.0 |
| Vocational Education Occupational Preparation | 1.0 |
| SELECTED ELECTIVES | 9.5 |

(2) Any state-approved vocational course, or the vocational core course fulfills the vocational education requirement.

(3) Selected electives units of credit provide a means for specialization related to student interest and post secondary goals.

(a) College Entry Cluster:
Foreign Language: 2.0 units of credit
Mathematics: 1.0 units of credit
English: 1.0 units of credit
Science: 1.0 units of credit
Electives: 4.5 units of credit

(b) Technology/Vocational/Job Entry Clusters:
Select one:
Technical Emphasis: 4.0 units of credit
Vocational Emphasis: 5.0 units of credit
Computer Science: .5 units of credit

(c) Electives: 4.0 - 5.0 units of credit

D. Informational Technology standards in the Middle Education and High School core curriculum may be taught either by integrating them into other areas of the curriculum or in a specific class. Integration requires the district to submit a plan detailing at what level and in which class each standard will be taught. Districts establishing a specific class may offer .5 units of credit.

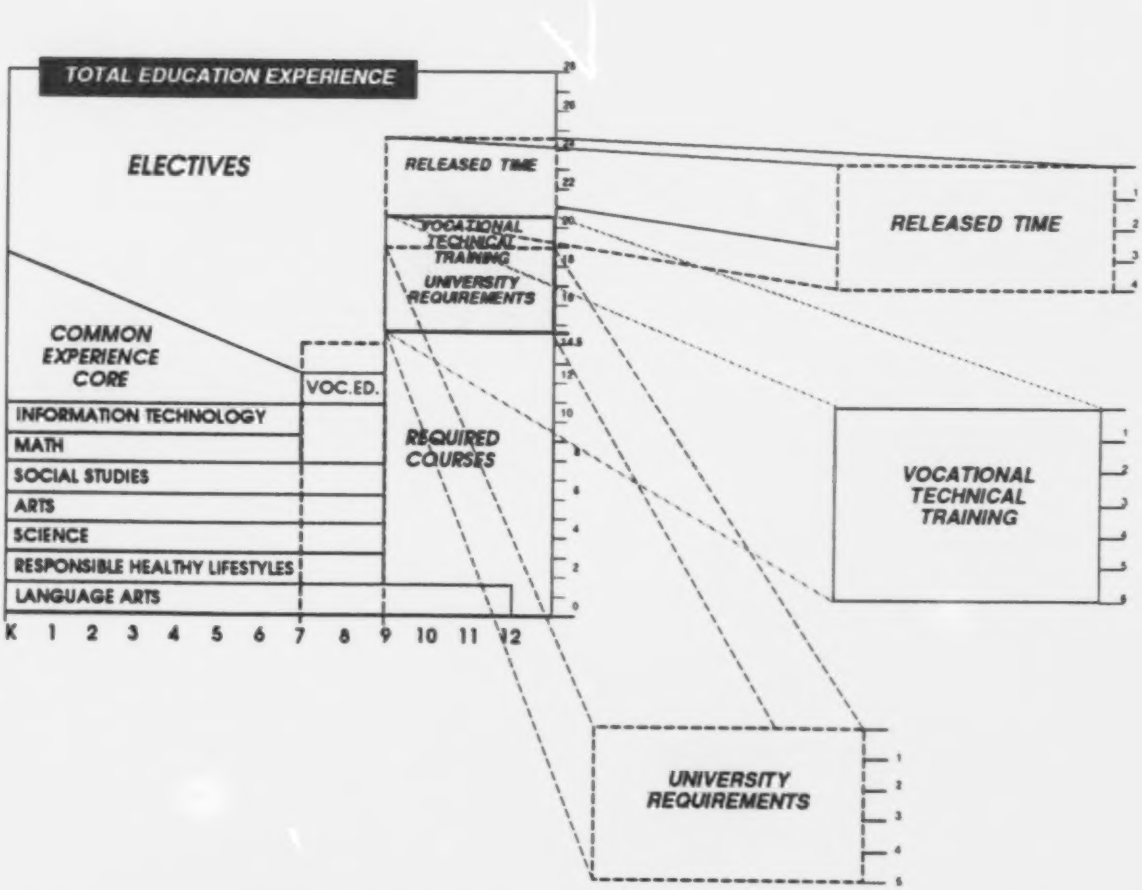
E. All handicapped students are required to demonstrate mastery of the courses in the Middle Education and High School general core. If a student's handicapping condition precludes the successful demonstration of mastery, the IEP team, on a case by case basis, may exempt the student or modify the mastery demonstration to accommodate the student's handicap.

**KEY: curricula**
**1987**

**Art X Sec 3**
**53A-1-402(1)(b)**
**53A-1-401(3)**

# CORE COMPLETION GUARANTEES STUDENT ACCESS

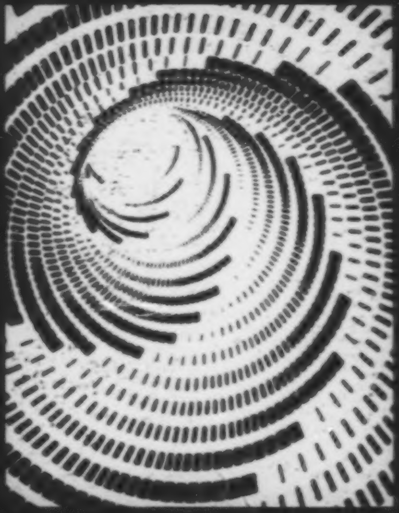
1. Guarantees common experience which forms the foundation skills.
2. Guarantees access to jobs and entry into college or vocational-technical education through required course completion.
3. Permits intensive vocational-technical education, entry into research universities, and a released-time component through specialization options.



TOTAL EDUCATION EXPERIENCE
ELECTIVES
RELEASED TIME
VOCATIONAL TECHNICAL TRAINING
UNIVERSITY REQUIREMENTS
COMMON EXPERIENCE CORE
VOC.ED.
INFORMATION TECHNOLOGY
MATH
SOCIAL STUDIES
ARTS
SCIENCE
RESPONSIBLE HEALTHY LIFESTYLES
LANGUAGE ARTS
REQUIRED COURSES
K 1 2 3 4 5 6 7 8 9 10 11 12
28 26 24 22 20 18 16 14.5 12 10 8 6 4 2 0
RELEASED TIME
1 2 3 4
VOCATIONAL TECHNICAL TRAINING
1 2 3 4 5 6
UNIVERSITY REQUIREMENTS
1 2 3 4 5 6

BEST COPY AVAILABLE

# The Arts



BEST COPY AVAILABLE

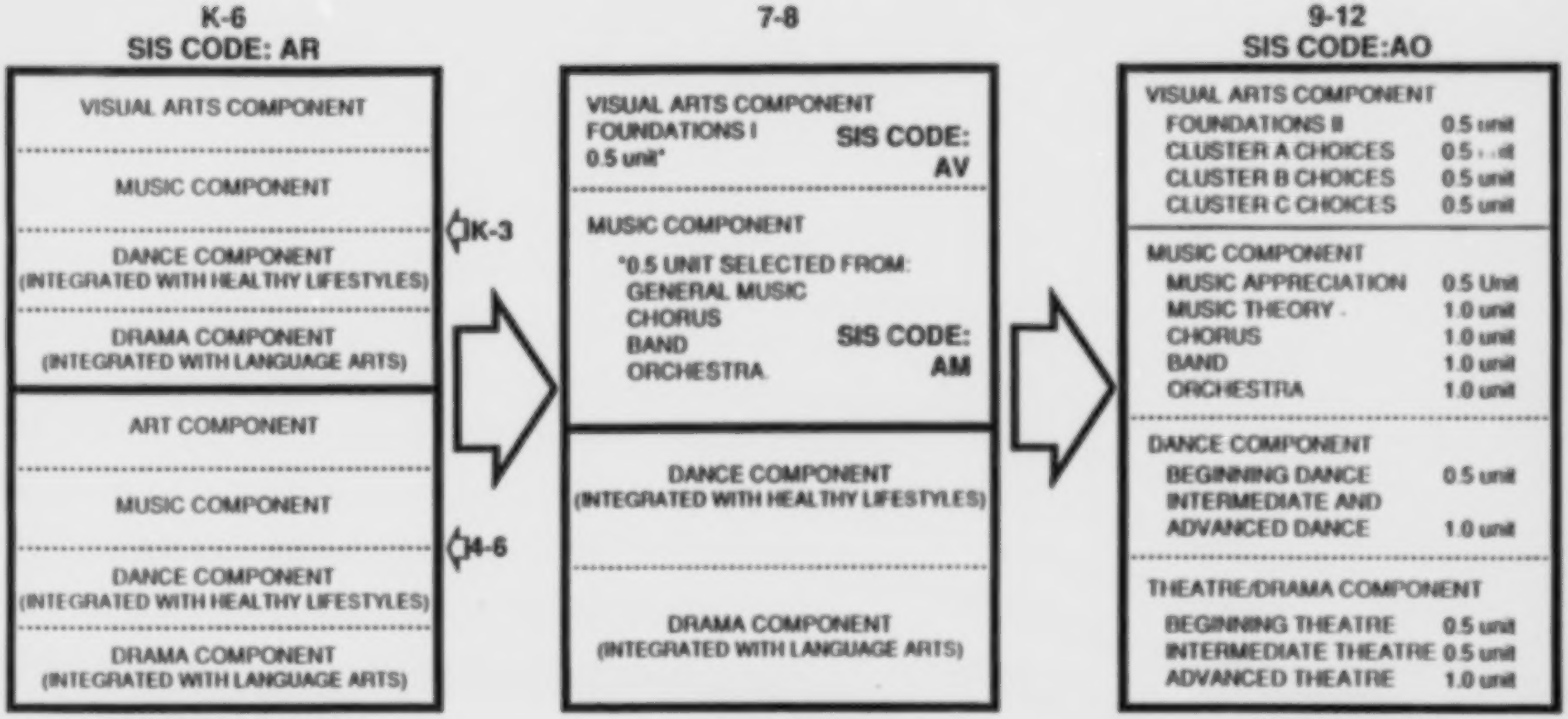
# CORE CURRICULUM FOR THE ARTS

The arts in the core include visual arts, dance, drama, and music. Education in the arts should develop students' abilities in each of three roles -- participant, observer/listener, and critic. These roles are distinct, yet complementary. The student's education is limited if he/she masters only one role; furthermore, each role requires a set of distinct skills which taken by itself is limited. When these skills are integrated, they provide the necessary and complete background for informed response in the arts.

We take a participant role when we deal actively and directly with the medium of an art form; e.g., acting, painting, singing, or dancing. We take an observer/listener role whenever we actively respond to a work of art. We take a critic role whenever we make informed judgments about works of art.

It is the ability to work well in each of these roles that will encourage informed and appreciative responses to the arts. We risk prejudice and ignorance without programs designed to create skills and understanding in each of these roles. The roles of participant, observer/listener, and critic provide direction in establishing standards and objectives for each of the arts.

# ARTS COURSE CHART



**K-6**
**SIS CODE: AR**

VISUAL ARTS COMPONENT

MUSIC COMPONENT

DANCE COMPONENT
(INTEGRATED WITH HEALTHY LIFESTYLES)

DRAMA COMPONENT
(INTEGRATED WITH LANGUAGE ARTS)

K-3

ART COMPONENT

MUSIC COMPONENT

DANCE COMPONENT
(INTEGRATED WITH HEALTHY LIFESTYLES)

DRAMA COMPONENT
(INTEGRATED WITH LANGUAGE ARTS)

4-6

**MASTERY OF CORE**
**Required**

**7-8**

VISUAL ARTS COMPONENT
FOUNDATIONS I
0.5 unit*
SIS CODE: AV

MUSIC COMPONENT
*0.5 UNIT SELECTED FROM:
GENERAL MUSIC
CHORUS
BAND
ORCHESTRA
SIS CODE: AM

DANCE COMPONENT
(INTEGRATED WITH HEALTHY LIFESTYLES)

DRAMA COMPONENT
(INTEGRATED WITH LANGUAGE ARTS)

**Basic Core**
**1.0 Unit Required**

**9-12**
**SIS CODE:AO**

| VISUAL ARTS COMPONENT | |
|---|---|
| FOUNDATIONS II | 0.5 unit |
| CLUSTER A CHOICES | 0.5 unit |
| CLUSTER B CHOICES | 0.5 unit |
| CLUSTER C CHOICES | 0.5 unit |
| **MUSIC COMPONENT** | |
| MUSIC APPRECIATION | 0.5 Unit |
| MUSIC THEORY | 1.0 unit |
| CHORUS | 1.0 unit |
| BAND | 1.0 unit |
| ORCHESTRA | 1.0 unit |
| **DANCE COMPONENT** | |
| BEGINNING DANCE | 0.5 unit |
| INTERMEDIATE AND ADVANCED DANCE | 1.0 unit |
| **THEATRE/DRAMA COMPONENT** | |
| BEGINNING THEATRE | 0.5 unit |
| INTERMEDIATE THEATRE | 0.5 unit |
| ADVANCED THEATRE | 1.0 unit |

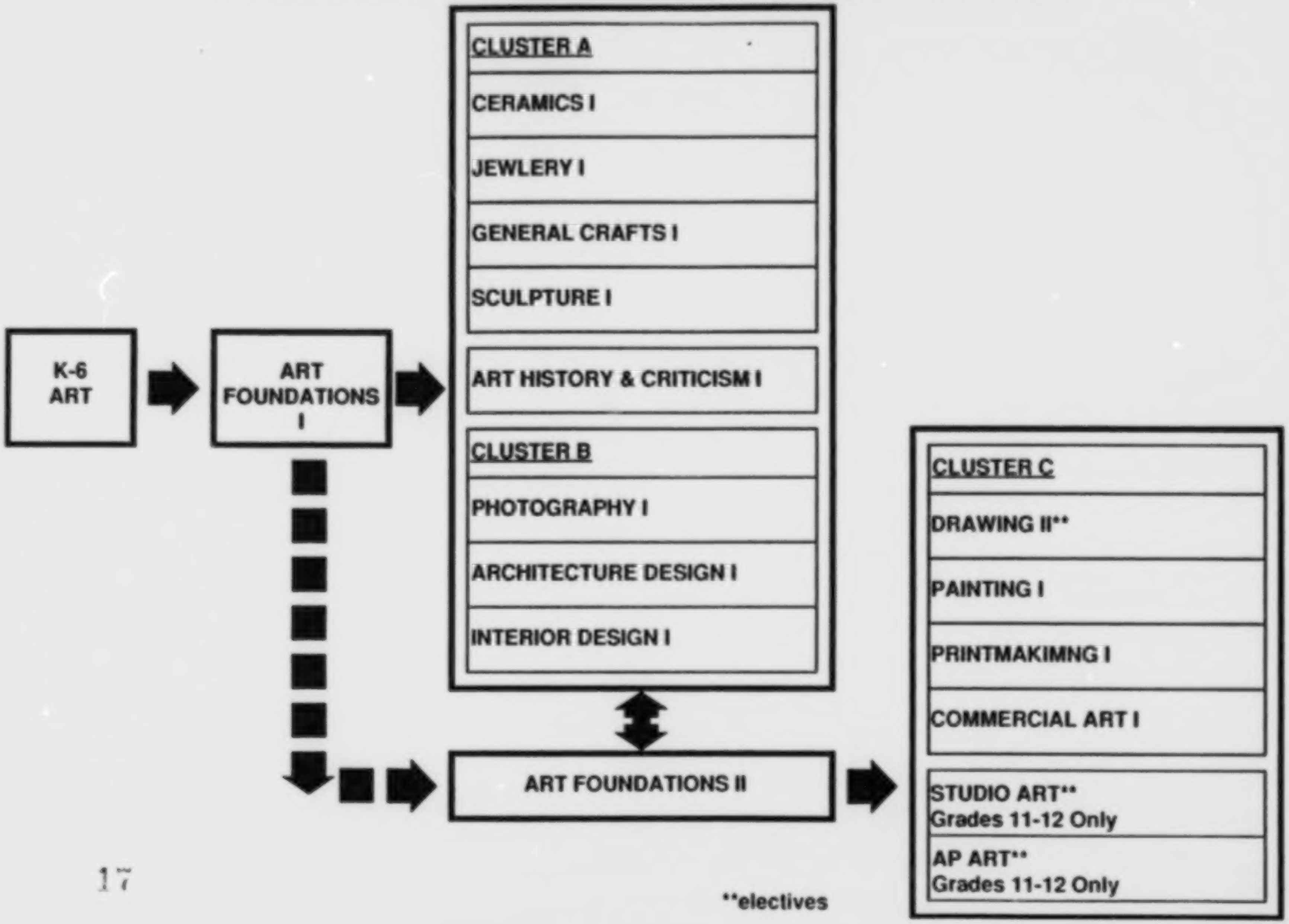
**CORE OPTIONS**
**1.5 Units Required**

*In the case of a student who has an S.E.P. which indicates the intent to specialize in art or music, the district may approve, on an individual basis, either art or music courses to fulfill the seventh and eighth grades arts requirement.

## VISUAL ARTS COMPONENT

We are essentially visual beings who learn more by sight than by any other means. For this reason, art education is profoundly basic to both general education and implied education. It is difficult to imagine an activity or even a thought that does not involve perception and imagery. In addition to our preparations for life, visual arts have a significant influence on our culture and family life via such things as advertising, industrial design, packaging, architecture, and clothing design.

# K-12 ART COURSES AND PREREQUISITES



K-6 ART

ART FOUNDATIONS I

**CLUSTER A**

- CERAMICS I
- JEWLERY I
- GENERAL CRAFTS I
- SCULPTURE I

ART HISTORY & CRITICISM I

**CLUSTER B**

- PHOTOGRAPHY I
- ARCHITECTURE DESIGN I
- INTERIOR DESIGN I

ART FOUNDATIONS II

**CLUSTER C**

- DRAWING II**
- PAINTING I
- PRINTMAKIMNG I
- COMMERCIAL ART I

STUDIO ART**
Grades 11-12 Only

AP ART**
Grades 11-12 Only

**electives

## VISUAL ARTS COMPONENT LEVEL 4

VA LEVEL 4

SIS NUMBER: 1040
SIS CODE: AR

### COURSE DESCRIPTION, (Levels 4-6)

The objectives of Levels 4-6 focus on standards for making art, developing observation skills for aesthetic decision making, and obtaining skills that lead to becoming an art critic. Mastery is at a general awareness level with some skill development. The development of higher order thinking skills should be incorporated with each lesson taught.

### CORE STANDARDS OF THE COURSE

| | |
|---|---|
| STANDARD<br>1040-01 | The students will develop skills vital to making art by creating form, by graying color, using strategies for beginning a drawing, showing detail, and by drawing objects from varied perspectives. (Students' products may range from realistic to abstract applications of the objectives.) (Participant) |

### OBJECTIVES

1040-0101. Show depth and place two or more objects in a picture so that the most distant object is higher. (98)

1040-0102. Observe and draw the detail of real objects; i.e., patterns or wrinkles in cloth, the parts of a mechanical object, and the veins of a leaf. (105)

1040-0103. Add gray to a color to change its intensity. (111)

1040-0104. Draw objects with a light side and a shadow side. (113)

1040-0105. Begin a drawing with methods such as blocking in, simplifying as stick figures, and drawing the action.

1040-0106. Show that value, color, and texture can add interest to a form; e.g., changing planes, coloring, or adding texture. (102)

1040-0107. Use a variety of media and materials in implementing the objectives of Standard 1.

BEST COPY AVAILABLE

STANDARD
1040-02

The students will develop observation skills vital to looking at and discussing aesthetic form by describing depth, variety, shadows, moods, feeling, unity, and movement in a picture. (Observer/Listener)

### OBJECTIVES

1040-0201. Point out where an artist has created movement in a work of art by repeating elements in his design. (99)

1040-0202. Point out ways in which artists have used value, color, and texture to add interest to their work. (102)

1040-0203. Identify the value key of three different art prints and discuss how they depict moods or feelings. (114)

1040-0204. Tell how feelings of depth in a picture can be reduced, i.e, using flat shapes, keeping color the same value or intensity, and minimizing detail. (116)

1040-0205. Look at works of art and tell how the artists varied the space divisions to make them more interesting. (120)

1040-0206. Point out how the shape of shadows can appear to be different from the shape of the objects casting them. (100-101)

1040-0207. Tell how objects may have surprisingly different characteristics when viewed from varied perspectives. (106)

STANDARD
1040-03

The students will develop skills vital to analyzing and evaluating works of art and studying the artists that produced them by describing works of art, telling how artists get ideas for their work, and comparing the works of five artists. (Critic)

### OBJECTIVES

1040-0301. Compare similarities and differences in the styles of artists. (104)

1040-0302. Describe works of art with terms such as portrait or landscape, abstract or realistic, painting or sculpture, and drawing or print. (109)

1040-0303. Identify at least four themes found in works of art and describe ways in which artists treat themes; i.e., love, conflict, the sea, and ballet. (117)

1040-0304. Tell how artists get ideas for their work; e.g., nature, other people, imagination, experimentation, and events. (121)

1040-0305. Tell how artists use symbols to express moods, feelings, and ideas; i.e., cupid (symbol of love), the cross (a religious symbol), the flag (a symbol of America). (122)

1040-0306. Compare the works of Cezanne, Bellows, Kollwitz, Van Gogh, and Vermeer, along with those introduced in Level 1 (Hicks, Homer, Klee, Polock, and Remington).

# VISUAL ARTS COMPONENT LEVEL 5

VA LEVEL 5

SIS NUMBER: 1050
SIS CODE: AR

## CORE STANDARDS OF THE COURSE

| | |
|---|---|
| STANDARD 1050-01 | The students will develop skills vital to making art by creating textures, defining structure and proportion, and rendering shadows. (Students' products may range from realistic to abstract applications of the objectives.) (Participant) |

## OBJECTIVES

1050-0101. Use lines to define the structure of objects; i.e, the thickness of a cup, the planes of the face, or the ridges and valleys of a mountain.

1050-0102. Create illusions of common textures with lines, dots, shapes, and value contrasts. (126)

1050-0103. Measure and describe the ratio between two given objects or of a part to its whole; i.e., head to the body, trunk to the tree, and person to a house. (129)

1050-0104. Render objects more accurately as a result of thoughtful study and analysis of plants and animals. (130)

1050-0105. Draw the shadow of an object detached from it when the object is soaring, floating, or flying. (142)

1050-0106. Begin a drawing with methods such as blocking in, simplifying as a stick figure, and drawing the action.

1050-0107. Use a variety of media and materials in implementing the objectives of Standard 1.

**STANDARD 1050-02**

The students will develop observation skills vital to looking at and discussing aesthetic form by identifying the use of positive/negative space, balance, symmetry in art, and studying the effects of advertising in students' lives. (Observer/Listener)

OBJECTIVES

1050-0201. Distinguish between positive and negative shapes in an art print. (134)

1050-0202. Tell how formal and informal balance has been used in an art print. (140)

1050-0203. Tell how symmetry has been used in two and three dimensional works of art. (141)

1050-0204. Describe ways in which advertising design and its related fields influence one's life. (135)

**STANDARD 1050-03**

The students will develop skills vital to analyzing and evaluating works of art and studying the artists who produced them by pointing out ways in which artists use abstraction and create stability, by describing art forms, and by comparing artists' styles. (Critic)

OBJECTIVES

1050-0301. Tell how artists may express themselves by distorting or stylizing objects. (123)

1050-0302. Point out examples of the artists' use of distortion; i.e, portraying reflections, rubbery forms, and melting or deflating objects. (124)

1050-0303. Discuss ways stylized forms can have naturalistic aspects; i.e, elongated fashion drawings and muscular super heroes. (125)

1050-0304. Discuss ways artists use triangular shapes to strengthen a design. (132)

1050-0305. Describe and give examples of the five major uses of art: (1) philosophy or religion, (2) utility (use), (3) documentation (history), (4) ornamentation (decoration), and (5) self-expression. (143)

1050-0306. Describe art forms using terms such as large or small, realistic or abstract, and geometric or organic. (144)

1050-0307. Compare the works of Bingham, Dali, Degas, Durer, Gauguin and the artists from Level 2 (Brueghel, Chagall, Gainsborough, Rousseau, and Millet).

# VISUAL ARTS COMPONENT LEVEL 6

VA LEVEL 6

SIS NUMBER: 1060
SIS CODE: AR

## CORE STANDARDS OF THE COURSE

| | |
|---|---|
| STANDARD 1060-01 | The students will develop skills vital to making art by using perspective in drawing, rendering texture and form, and creating sculpture. (Students' products may range from realistic to abstract applications of the objectives.) (Participant) |

## OBJECTIVES

| | |
|---|---|
| 1060-0101. | Create a form by carving, cutting, or scooping parts away from a whole. (155) |
| 1060-0102. | Use lines to make a drawing in which the surface appears warped and has depth or space. (158) |
| 1060-0103. | Paint distant objects bluer or grayer than those in the foreground to create illusions of depth or distance. (160) |
| 1060-0104. | Draw the base of an object higher on the drawing surface when it is farther away than another. (This is only valid when the objects being drawn are on a flat surface.) (161) |
| 1060-0105. | Draw objects as they relate to the eye level--above, below, or on the eye level. (162) |
| 1060-0106. | Draw parallel lines converging to a point at eye level to help create an illusion of depth. (163) |
| 1060-0107. | Draw shadows that are darker underneath objects and gradually get lighter as they go away from them. (164) |
| 1060-0108. | Render overlapping shadows as a single dark shape and point out where shadows describe the form or plane on which they fall. (165) |
| 1060-0109. | Paint shadows as darker, grayer, and less intense versions of whatever color they rest upon. (168) |
| 1060-0110. | Draw a picture containing at least five changes in value ranging from darkest to lightest. (169) |

BEST COPY AVAILABLE

1060-0111. Draw a picture using highlight, halftone, and shadow side with a shadow edge or core line. Draw forms with a cast shadow and areas of reflected light. (171-172)

1060-0112. Create the illusion of some common textures by using a range of values and contrast. (173)

1060-0113. Begin a drawing with methods such as blocking in, simplifying as stick figures, and drawing the action.

1060-0114. Use a variety of media and materials in implementing the objectives in Standard 1.

STANDARD
1060-02

The students will develop observation skills vital to looking at and discussing aesthetic form by rendering objects in space; by creating rhythm, motion, and balance; and by describing the basic properties of color. (Observer/Listener)

OBJECTIVES

1060-0201. Point out objects in a print that are accurately rendered in space. (152)

1060-0202. Describe how linear shapes are used by artists to create rhythm and motion and to lead the eye in predetermined directions. (157)

1060-0203. Tell how artists have offset detail in an arrangement with areas that are comparatively simple--creating a balance between the two. (159)

1060-0204. Describe the three properties of color (hue, value, and intensity). Using two given colors, name the hue and identify which is darker in value and which is more intense. Tell how this concept has been applied by artists. (167)

STANDARD
1060-03

The students will develop skills vital to analyzing and evaluating works of art and studying the artists who produced them by comparing the works of five new artists. (Critic)

OBJECTIVES

1060-0301. Compare the works of Renoir, El Greco, Matisse, Goya, and Wyeth, along with those introduced in Level 3 (Morrisot, Harnett, Picasso, Rembrandt, and Seurat).

# MUSIC COMPONENT

The basic role of music should be the aesthetic and musical development of the individual. Music is a medium for the educational development of the student and should provide opportunity for individual growth and positive recognition. Music performance is also a medium for the educational development of the student and may be used for the purpose of strengthening public relations and providing entertainment in the community.

Experiences in music should provide a conceptual understanding of the basic properties of melody, harmony, timbre, dynamics, and form. If music is to achieve its basic role, there must be a well-balanced, sequential course of study. In addition to extensive, creative, and recreative opportunities that develop a functional understanding of music, there should also be experiences in listening, structural analysis, theory, and historical understanding of cultural development resulting in aesthetic appreciation.

Mastery of the music core is achieved when the student understands the concepts and demonstrates the skills contained in one level sufficiently to move to the next level. Please note that the core does not constitute the entire course at any level. It represents only the essential requirements that every student should master. Additional concepts and skills in music should be part of the music program in every grade level and course.

## MUSIC COMPONENT LEVEL 4

MU LEVEL 4

SIS NUMBER: 1540
SIS CODE: AR

### COURSE DESCRIPTION, (Levels 4-6)

The music program in the intermediate grades is designed for students to develop their musical awareness, interests, potentials, and appreciation. Experiences will include singing a variety of songs, listening to music, reading simple melodies through musical notation, playing a variety of classroom melodic and percussion instruments, creating simple melodies and accompaniments, and responding expressively to music through movement.

### CORE STANDARDS OF THE COURSE

| | |
|---|---|
| STANDARD 1540-01 | The students will develop vocal techniques and skills related to singing a variety of songs with expression. (Participant) |

OBJECTIVES

1540-0101. Sing songs accurately with a relaxed natural tone, using correct posture and proper breathing habits.

1540-0102. Sing a variety of songs including folk, patriotic, Utah, and singing games.

1540-0103. Sing melodies, rounds, chants, ostinatos, descants, and partner songs.

1540-0104. Sing with expression through the use of proper dynamics, and tempo.

| | |
|---|---|
| STANDARD 1540-02 | The students will develop techniques and skills related to playing rhythmic and melodic instruments emphasizing rhythmic patterns. (Participant) |

OBJECTIVES

1540-0201. Perform rhythm patterns in 2/4, 3/4, and 4/4 time on melody and/or percussion instruments.

1540-0202. Play one or more classroom instruments including recorders, autoharps, or tone bells.

STANDARD
1540-03

The students will develop listening techniques and skills involved in identifying rhythm, melody, dynamics, form, mood, and orchestral and band instruments, as well as conducting a simple rhythm pattern. (Observer/Listener, Critic)

OBJECTIVES

1540-0301. Conduct a two-beat pattern.

1540-0302. Identify meter, mood, tempo, and dynamics while listening to various types of music.

1540-0303. Identify the common orchestral and band instruments by sight and sound.

1540-0304. Identify two-part (AB), and three-part (ABA) forms.

1540-0305. Become familiar with at least one composition of each of the following composers:

Wolfgang Amadeus Mozart (Example: "Minuet, Symphony No. 40");
Franz Schubert (Example: "March Militaire");
Bedrich Smetana (Example: "The Moldau").

STANDARD
1540-04

The students will read musical language, particularly sound/symbol relationships and simple melodies. (Participant, Critic)

OBJECTIVES

1540-0401. Identify and understand music symbols, terms, and signs which include sharp (#), flat (b), natural (♮), key signature, dotted note, repeat (:‖), tie, slur, fermata (𝄐), and ritard (rit.).

1540-0402. Read the notes of a simple melody using syllables, numbers, and/or letter names.

STANDARD
1540-05

The students will respond to music artistically and create accompaniments to melodies.
(Participant, Observer/Listener)

OBJECTIVE

1540-0501. Respond to music through activities such as movement and dance.

1540-0502. Create accompaniments to melodies using the voice or musical instruments.

## MUSIC COMPONENT LEVEL 5

MU LEVEL 5

SIS NUMBER: 1550
SIS CODE: AR

### CORE STANDARDS OF THE COURSE

**STANDARD 1550-01**

The students will develop vocal techniques and skills related to singing a variety of songs with expression, particularly "part" songs. (Participant)

**OBJECTIVES**

1550-0101. Sing songs accurately with a natural tone, using correct posture and proper breathing habits.

1550-0102. Sing a variety of songs from the Americas, folk songs, spirituals, patriotic songs, and singing games.

1550-0103. Sing melodies, rounds, canons, and two-part songs.

1550-0104. Sing with expression through the use of proper dynamics, tempo, and style.

**STANDARD 1550-02**

The students will develop techniques and skills related to playing rhythmic and melodic instruments, emphasizing rhythmic patterns. (Participant)

**OBJECTIVES**

1550-0201. Perform rhythmic patterns in a variety of simple meters: 2/4, 3/4, 4/4, and 6/8.

1550-0202. Play two or more instruments such as the recorder, ukulele, autoharp, guitar, percussion, etc.

BEST COPY AVAILABLE

**STANDARD 1550-03**

The students will develop listening techniques and skills involved in identifying musical elements and vocal classifications, as well as conduct more difficult rhythm patterns. (Observer/Listener, Critic)

OBJECTIVES

1550-0301. Conduct two-beat and three-beat patterns.

1550-0302. Identify meter, mood, style, tempo, and dynamics while listening to various types of music.

1550-0303. Identify by sound, soprano, alto, tenor, and bass voices in a choir.

1550-0304. Identify the following musical forms: two-part (AB), three-part (ABA), and rondo (ABACAD, etc.).

1550-0305. Become familiar with at least one composition of each of the following composers:

Aaron Copland (Example: "Hoedown from Rodeo");
John Phillip Sousa (Example: "The Stars and Stripes Forever");
Antonin Dvorak (Example: "New World Symphony").

**STANDARD 1550-04**

The students will read musical language and melodies. (Participant, Critic)

OBJECTIVES

1550-0401. Identify and understand music symbols, terms, and signs which include: Da Capo (D.C.), Dal Segno (D.S.), fine, coda, time signature, staccato, legato, andante, allegro, and presto.

1550-0402. Read the notes of a melody using syllables, numbers, and/or letter names.

STANDARD
1550-05

The students will respond to music artistically, as well as create melodies and accompaniments. (Participant, Observer/Listener)

OBJECTIVE

1550-0501. Respond to music through activities such as movement, dance, and pantomime.

1550-0502. Create simple melodies with accompaniments using the voice or musical instruments.

## MUSIC COMPONENT LEVEL 6

MU LEVEL 6

SIS NUMBER: 1560
SIS CODE: AR

## CORE STANDARDS OF THE COURSE

**STANDARD 1560-01**

The students will develop vocal techniques and skills related to singing a variety of songs, including three-part songs. (Participant)

### OBJECTIVES

1560-0101. Sing songs accurately with a natural tone using correct posture and proper breathing habits.

1560-0102. Sing a variety of songs from the United States, other countries, songs with foreign language texts, hymns, and spirituals.

1560-0103. Sing unison, and two-part and/or three-part songs.

1560-0104. Sing with expression through the use of proper dynamics, tempo, and style.

**STANDARD 1560-02**

The students will develop techniques and skills related to playing rhythmic and melodic instruments with more complex rhythmic patterns. (Participant)

### OBJECTIVES

1560-0201. Perform increasingly complex rhythmic patterns in a variety of meters: 2/4, 3/4, 4/4, and 6/8.

1560-0202. Play two or more instruments such as the recorder, ukulele, autoharp, guitar, percussion, etc.

| | |
|---|---|
| STANDARD<br>1560-03 | The students will develop listening techniques and skills involved in identifying musical elements and performance groups, as well as conduct more complex meters. (Observer/Listener, Critic) |

OBJECTIVES

1560-0301. Conduct two-beat, three-beat, and four-beat patterns.

1560-0302. Identify meter, mood, style, tempo, and dynamics while listening to various types of music.

1560-0303. Identify the common instrumental and vocal ensembles.

1560-0304. Identify the following musical forms: two-part (AB), three-part (ABA), rondo (ABACAD, etc.), and theme and variations.

1560-0305. Become familiar with at least one composition of each of the following composers:

George Frederic Handel (Example: "Bouree from Fireworks Music");
Johann Sebastian Bach (Example: "Jesus Joy of Man's Desiring");
Ludwig van Beethoven (Example: "Fifth Symphony 1st Movement");
Johannes Brahms (Example: "Hungarian Dance No. 5").

| | |
|---|---|
| STANDARD<br>1560-04 | The students will read musical language and melodies. (Participant, Critic) |

OBJECTIVES

1560-0401. Identify and understand music symbols, terms, and signs which include: style, rhythm, harmony, timbre, rondo, triplet, largo, syncopation, a cappella, and chord.

1560-0402. Read melodies using syllables, numbers, and/or letter names.

| | |
|---|---|
| STANDARD<br>1560-05 | The students will respond to music artistically and create compositions. (Participant, Observer/Listener) |

OBJECTIVE

1560-0501. Respond to music through activities such as movement, dance, pantomime, and dramatization.

1560-0502. Create accompaniments and words to folk or traditional melodies.

BEST COPY AVAILABLE

# DRAMA

# DRAMA

## LEVELS 4-6 (Part of Language Arts Core)

## LEVEL 4

| | |
|---|---|
| STANDARD<br>4040-07 | The students will learn about and experience the techniques of drama. (DRAMA: Participant, Observer/Listener, Critic) |

OBJECTIVES

4040-0701. Work cooperatively in planning improvisations or story dramatizations.

4040-0702. Demonstrate appropriate movements and actions to communicate size, shape, and weight of imaginary objects.

4040-0703. Read a selection expressing appropriate emotion.

4040-0704. Describe the physical characteristics of a given character in a story or play.

4040-0705. Give and support opinions of a production.

4040-0706. Make up a character to fit a given costume piece; e.g., cowboy hat, shawl, glasses.

## LEVEL 5

| | |
|---|---|
| STANDARD<br>4050-06 | The students will learn about and experience the techniques of drama. (DRAMA: Participant Observer/Listener, Critic) |

OBJECTIVES

4050-0601. Offer positive comments and constructive suggestions to peers following classroom dramatic activities.

4050-0602. Use suggestions to improve dramatic activities.

4050-0603. Create physical and emotional responses of a character from information given or implied by the story material.

4050-0604. Improvise a vocal and physical response to a given emotion.

4050-0605. Identify the conflict in simple dramatic productions such as hero versus villain.

4050-0606. Critique a production, supporting personal opinions with examples and making suggestions for improvement.

4050-0607. Identify the names for different jobs involved in dramatic productions; e.g., designer, technician, actor.

4050-0608. Show understanding of how meaning is influenced by pitch, rate, force, tone, and other vocal variables.

## LEVEL 6

STANDARD
4060-06

The students will learn about and experience the techniques of drama. (DRAMA: Participant Observer/Listener, Critic)

OBJECTIVES

4060-0601. Offer positive comments and constructive suggestions to peers following classroom dramatic activities.

4060-0602. Use suggestions to improve dramatic activities.

4060-0603. Develop sensitivity towards the feelings of others through role-playing and improvising conflict situations.

4060-0604. Use the voice to convey elements of characterization such as age, attitude, and education.

4060-0605. Improvise a vocal and/or physical response suggested by a given picture.

4060-0606. Make up or adapt a story dramatization, with a group of peers, including plot, conflict, setting, and characters.

4060-0607. Compare strengths and/or weaknesses in two or more productions.

4060-0608. Plan and make simple scenery for story dramatizations.

# DANCE

# DANCE

## LEVELS 4-6 (Part of Responsible Healthy Lifestyles Core)

NOTE: Dance is contained in the Healthy Lifestyles-Movement and Fitness component because it meets the goals and objectives of that component in reference to physical activity: body awareness, motor skills, rhythmic awareness, and physiological development. Dance also meets the goals and objectives of the Fine Arts-Dance component in reference to the development of aesthetic perception, understanding of the creative process, kinesthetic awareness, and critical response.

## LEVEL 4

STANDARD
7540-06

The students will identify, describe, and perform a variety of individual dance forms and participate in group dances. (DANCE: Participant, Observer/Listener, Critic)

OBJECTIVES

7540-0601. Recognize simple musical forms such as ABA, (chorus-verse-chorus) and simple rounds, and create movement using these forms.

7540-0602. While dancing, focus with eyes and body parts on different levels and in different directions; i.e., focusing with eyes, chest, elbow, knee, and back.

7540-0603. Dance simple rhythmic patterns with various kinds of musical accompaniments. Repeat the rhythmic patterns adding compatible movement qualities such as sustained, percussive, swing, collapse, and vibratory.

7540-0604. Design and perform floor and air patterns using straight and curved lines.

7540-0605. Create a movement sequence or dance using exaggeration, distortion, or repetition.

7540-0606. Perform several traditional folk or square dances such as "Horse and Buggy Schottische," "Gustof's Skoal," "Seven Jumps," "Old Dan Tucker," "Oh Johnny," etc.

7540-0607. Analyze another group's dance performance and identify the beginning, middle, and end.

# LEVEL 5

STANDARD
7550-06

The students will expand their skills in dance, analysis, and interpretation through a variety of dance experiences. (DANCE: Participant, Observer/Listener, Critic)

## OBJECTIVES

7550-0601. Clap and move to complex rhythm patterns. Perform in place, through space by changing the floor pattern, and through spatial relationships. (Small group activity.)

7550-0602. Experience spatial relationships of meeting, parting, passing, leading, following, and mirroring (through improvisation and choreography).

7550-0603. Using a combination of two or more movements, demonstrate energy changes involving body parts, directions, and levels.

7550-0604. Create and perform a movement phrase or short dance taken from a list of energy words; i.e., hover, slither, slash, press, and perch.

7550-0605. Create a movement sequence or dance by selecting a visual or verbal image and altering (abstracting) it in movement through exaggeration, distortion, or repetition.

7550-0606. Learn two or more dances from Western Hemisphere Cultures and discuss how the environment and/or customs influenced these dances. Examples: "Virginia Reel," "Smoky Mountain Clog," "La Raspa," "Patty Cake Polka," "Indian Dance."

7550-0607. Discuss or show how dance movement differs from everyday movement.

7550-0608. Discuss or show how dance movement differs when you change such things as the setting, costumes, props, ending, sound, tempo, sex, or age of the performer.

# LEVEL 6

| STANDARD 7560-06 | The students will expand their skills in dance, analysis, and interpretation through a variety of dance experiences. (DANCE: Participant, Observer/Listener, Critic) |
|---|---|

## OBJECTIVES

7560-0601. Clap and move in syncopation and to other complex rhythmic patterns. (Syncopation means an accent in an unexpected place, such as accenting the second beat of a 4/4 meter instead of the first beat.)

7560-0602. Create, in a small group, a diagram for movement on the floor using curved, straight, and zigzag paths and then perform it as a group.

7560-0603. Improvise to a variety of musical selections a range of movement qualities; i.e., sustained, percussive, swing, collapse, and vibratory.

7560-0604. Learn two or more dances from different cultures and discuss how the environment and/or customs influenced these dances. Examples: "Galopede" (English); "Hora" (Israel); "Tinikling" (Philippines); "Polka" (Czechoslovakia); "Jig" (Irish).

7560-0605. Create a movement sequence or dance by selecting a visual or verbal image and abstracting it into a dance adding accompaniment, costumes, or props.

7560-0606. Discuss the use of costumes, accompaniment, props, lighting, and scenery and the degree to which they contribute to a dance the student has viewed.

# *Information Technology*

# INTRODUCTION

The following core standards and objectives are written to allow each student to function effectively in the technological society as a competent, productive, caring, and responsible citizen.

The curriculum is written with the realization that significant effort may be necessary to fulfill the objectives. Not all schools will have sufficient hardware and software nor adequately-trained teachers. It is expected that schools will plan and initiate steps to reach a position where these standards and objectives can be fully implemented. Inservice training is essential to fully prepare teachers to competently convey the entire curriculum.

These standards are intended not only to teach information technology but to apply technology across the curriculum. The greatest educational success will come when technology reaches into all content areas. Many of the information technology objectives can be taught and mastered in other curriculum areas.

A keyboarding standard has been included for the first time in this curriculum. It is recommended that keyboarding first be taught as a concentrated course in third grade and reviewed in each succeeding grade to allow students to achieve a high degree of proficiency. Only when keyboarding skills improve will students become more productive in the use of computer applications.

The next page shows a scope and sequence for the Information Technology Core. The same standards are used at each grade level with similar objectives of increasing difficulty. The objectives listed on the scope and sequence chart are generalized from the numbered objectives appearing at each grade level in the core curriculum. Any objectives may be introduced earlier than specified grade level depending upon teachers' skills and students' readiness.

## K-12 SCOPE AND SEQUENCE

The following section provides a scope and sequence of the entire Information Technology Curriculum. Such an overview should assist educators in appreciating the mastery expected at other grade levels and the importance of their grade level's objectives.

| | STANDARD 1 | STANDARD 2 | STANDARD 3 | STANDARD 4 | STANDARD 5 |
|---|---|---|---|---|---|
| | Students will use each component of a computer (technology) system correctly. | Students will demonstrate proper keyboarding techniques. | Students will understand the major social and ethical issues in the field of information technology. | Students will use application software to accomplish a variety of tasks. | Students will use technology to develop problem-solving skills. |
| OBJECTIVES | Demonstrate the appropriate procedures for turning a system on, running a program, and turning it off.<br>Identify system input, output, and storage devices.<br>Demonstrate the appropriate use of system input, output, and storage devices.<br>Demonstrate basic care of a computer system, both hardware and software. | Demonstrate proper finger position on the home keys.<br>Demonstrate proper finger movement and placement to type each letter of the alphabet.<br>Develop keyboarding skills and increase typing speed by 5 words per minute per year. | Identify the changes that information technologies have made in the world society.<br>Identify the changes that could occur in the future due to advances in information technologies.<br>Identify the individual rights of information technology users and the need for protecting those rights.<br>Identify careers using technology. | Use a word processor to produce a document.<br>Use a data base to store and retrieve information.<br>Use a spreadsheet to analyze numerical data, performing at least two calculations.<br>Create and/or use computer graphics to enhance a document or produce a product.<br>Use desk-top publishing to lay out and print a document.<br>Observe and/or demonstrate the use of telecommunications to access information and to communicate with others.<br>Identify and/or use other state-of-the-art technologies. | Identify the kinds of problems which can best be solved using a computer.<br>Use problem-solving software to develop logical thinking skills; i.e., modeling, factual, and theoretical simulations.<br>Demonstrate a procedural or sequential problem-solving process.<br>Explain and/or demonstrate that a human being creates a set of instructions (in a computer language) which causes a computer to solve a problem.<br>Explain that a computer is a problem-solving tool worthy of further study and use in a variety of life-long situations. |

BEST COPY AVAILABLE

# INFORMATION TECHNOLOGY STUDIES LEVEL 4

SIS NUMBER: 2040
SIS CODE: IT

## COURSE DESCRIPTION

The information technology studies in Level 4 introduce skills of working with a printer and a simple desk-top publishing package. Keyboarding skills should be improved. Additional features of a word processor are highlighted; data bases and additional problem-solving skills are introduced.

## STANDARDS OF THE COURSE

| | |
|---|---|
| STANDARD 2040-01 | The students will use each component of a computer (technology) system correctly. |

### OBJECTIVES

2040-0101. Demonstrate the appropriate procedures for preparing a printer to print.

2040-0102. Identify and avoid potential hazards and abuses to printers and printer stations.

| | |
|---|---|
| STANDARD 2040-02 | The students will demonstrate proper keyboarding techniques. |

### OBJECTIVES

2040-0201. Demonstrate proper keyboarding techniques while increasing speed and maintaining accuracy.

2040-0202. Identify proper skills for keyboarding from copy.

2040-0203. Demonstrate proper usage of SHIFT and numerals on top row to obtain commonly used symbols ($, &, @, etc.).

2040-0204. Demonstrate proper keyboarding skills whenever using a word processor.

| | |
|---|---|
| STANDARD<br>2040-03 | The students will understand the major social and ethical issues in the field of information technology. |

OBJECTIVES

2040-0301. Demonstrate appropriate conduct during technology work periods.

| | |
|---|---|
| STANDARD<br>2040-04 | The students will use application software to accomplish a variety of tasks. |

OBJECTIVES

2040-0401. Demonstrate the procedures for loading and saving a word processing file.

2040-0402. Create a word processing file consisting of a paragraph.

2040-0403. Print a word processing file.

2040-0404. Describe non-computerized data bases; e.g., telephone book, dictionary, card catalog, chart of Utah counties information, etc.

2040-0405. Load and use a prepared data base to locate and categorize data.

2040-0406. Use a desk-top publishing package to design and produce a sign.

| | |
|---|---|
| STANDARD<br>2040-05 | The students will use technology to develop problem-solving skills. |

OBJECTIVES

2040-0501. Use appropriate grade level simulation and problem-solving software.

2040-0502. Relate computer use to real-life, problem-solving situations at the level of the student's understanding.

2040-0503. Explain that a person creates a set of instructions (using a computer language) which causes a computer to solve a problem.

2040-0504. Participate in a demonstration of the computer's ability to do repetitive, large tasks with speed and accuracy.

# INFORMATION TECHNOLOGY STUDIES LEVEL 5

SIS NUMBER: 2050
SIS CODE: IT

## COURSE DESCRIPTION

The information technology studies in Level 5 emphasize skills in using word processing, data bases, and storage devices. Desk-top publishing documents are produced and additional problem-solving skills are developed. In addition, the rights and responsibilities of technology use in society and additional problem-solving skills are introduced.

## STANDARDS OF THE COURSE

| | |
|---|---|
| STANDARD 2050-01 | The students will use each component of a computer (technology) system correctly. |

### OBJECTIVES

2050-0101. Identify various storage devices and their uses.

2050-0102. Make a backup of stored data.

2050-0103. Identify potential hazards and abuses to storage media.

| | |
|---|---|
| STANDARD 2050-02 | The students will demonstrate proper keyboarding techniques. |

### OBJECTIVES

2050-0201. Increase keyboarding speed by five words per minute while maintaining accuracy and proper technique.

2050-0202. Demonstrate proper skills to keyboard from copy.

**STANDARD 2050-03**

The students will understand the major social and ethical issues in the field of information technology.

### OBJECTIVES

2050-0301. Demonstrate appropriate conduct during technology work periods.

2050-0302. Highlight key advances in microchip processor development.

2050-0303. Identify modern microprocessor technologies in addition to computers; e.g., laser disc, CD-ROM, scanners, etc.

2050-0304. Identify similarities and differences between the "Industrial Age" and the "Informational Age."

2050-0305. Define and discuss software piracy and plagarism.

2050-0306. Identify an individual's rights and resulting responsibilities as a technology user.

**STANDARD 2050-04**

The students will use application software to accomplish a variety of tasks.

### OBJECTIVES

2050-0401. Use the features of an available word processing software to format a page--use tabs, centering, justification, and margins.

2050-0402. Use a prepared data base to sort data.

2050-0403. Use a prepared data base to search for data.

2050-0404. Edit one or more fields/categories in a prepared data base and save the updated file.

2050-0405. Use a desk-top publishing software package to design and produce a card and/or banner.

| | |
|---|---|
| STANDARD 2050-05 | The students will use technology to develop problem-solving skills. |

OBJECTIVES

| | |
|---|---|
| 2050-0501. | Use appropriate grade level simulation and problem-solving software. |
| 2050-0502. | Relate computer use to real-life, problem-solving situations at the level of the student's understanding. |
| 2050-0503. | Define the word "procedure." |
| 2050-0504. | List the code of a simple program and execute the program. |

# INFORMATION TECHNOLOGY STUDIES LEVEL 6

SIS NUMBER: 2060
SIS CODE: IT

## COURSE DESCRIPTION

The information technology studies in Level 6 emphasize technology applications such as word processing, data bases, spreadsheets, and telecommunications. Additional problem-solving skills are used.

## STANDARDS OF THE COURSE

| | |
|---|---|
| STANDARD 2060-01 | The students will use each component of a computer (technology) system correctly. |

### OBJECTIVES

2060-0101. Identify devices used in telecommunications.

| | |
|---|---|
| STANDARD 2060-02 | The students will demonstrate proper keyboarding techniques. |

### OBJECTIVES

2060-0201. Apply proper keyboarding skills across the curriculum.

2060-0202. Increase keyboarding speed by five words per minute while maintaining accuracy and proper technique.

| | |
|---|---|
| STANDARD 2060-03 | The students will understand the major social and ethical issues in the field of information technology. |

### OBJECTIVES

2060-0301. Demonstrate appropriate conduct during technology work periods.

2060-0302. Discuss the reasoning behind the current legal ramifications involving the following:

a. A producer's right to ownership.

b. Unauthorized use of a product.

c. A citizen's right to privacy (knowing when and who accesses personal information).

d. Unauthorized use of stored, personal information.

e. Public domain vs. copyrighted.

f. Copyrighted vs. copy protected.

g. Current issues on software licensing.

STANDARD
2060-04

The students will use application software to accomplish a variety of tasks.

OBJECTIVES

2060-0401. Demonstrate the use of the CUT AND PASTE features of available word processing software.

2060-0402. Demonstrate the use of available character features of word processing software; e.g., underline, bold, fonts, etc.

2060-0403. Enter data into a prepared data base and save.

2060-0404. Print a data base report on a printer.

2060-0405. Load and use a prepared spreadsheet in mathematics (or another subject area).

2060-0406. Use desk-top publishing software to produce a newsletter with graphics. (This objective may be accomplished as a group project.)

2060-0407. Participate in a telecommunications system demonstration; e.g., call a bulletin board system and perform a few functions or call a commercial information service and read a few files.

2060-0408. Identify emerging technologies.

| | |
|---|---|
| STANDARD<br>2060-05 | The students will use technology to develop problem-solving skills. |

OBJECTIVES

2060-0501. Use appropriate grade level simulation and problem-solving software.

2060-0502. Relate computer use to real-life, problem-solving situations at the level of the student's understanding.

2060-0503. Use the problem-solving process to:

a. Identify the steps of a procedure.

b. Key in the code of a prewritten program to accomplish that procedure.

c. Execute the program.

# Language Arts

# LANGUAGE ARTS

The purpose of the language arts core is to help students attain language skills that generate and communicate thinking. The core is the basic portion of the language arts curriculum required for all students and should be supplemented by the teacher. It is designed to provide students with maximum career opportunities and advancements, as well as provide a solid foundation for further education. The rationale for this document is based on research and represents a shift of emphasis from teaching isolated content and skills to a process-oriented program.

At Levels K through 8, drama is included as a component of the language arts core. The core in drama should develop students' abilities in each of three roles -- participant, observer/listener, and critic. These roles are distinct, yet complementary. Students' educations are limited if they master only one role; furthermore, each role requires a set of distinct skills which taken by itself is limited. When these skills are integrated, they provide the necessary and complete background for informed response in drama. In this portion of the core, students will take the participant and critical roles in drama in addition to the traditional observer/listener role. Students will participate in dramatic presentations, will read, see, and hear other presentations, and will evaluate these presentations.

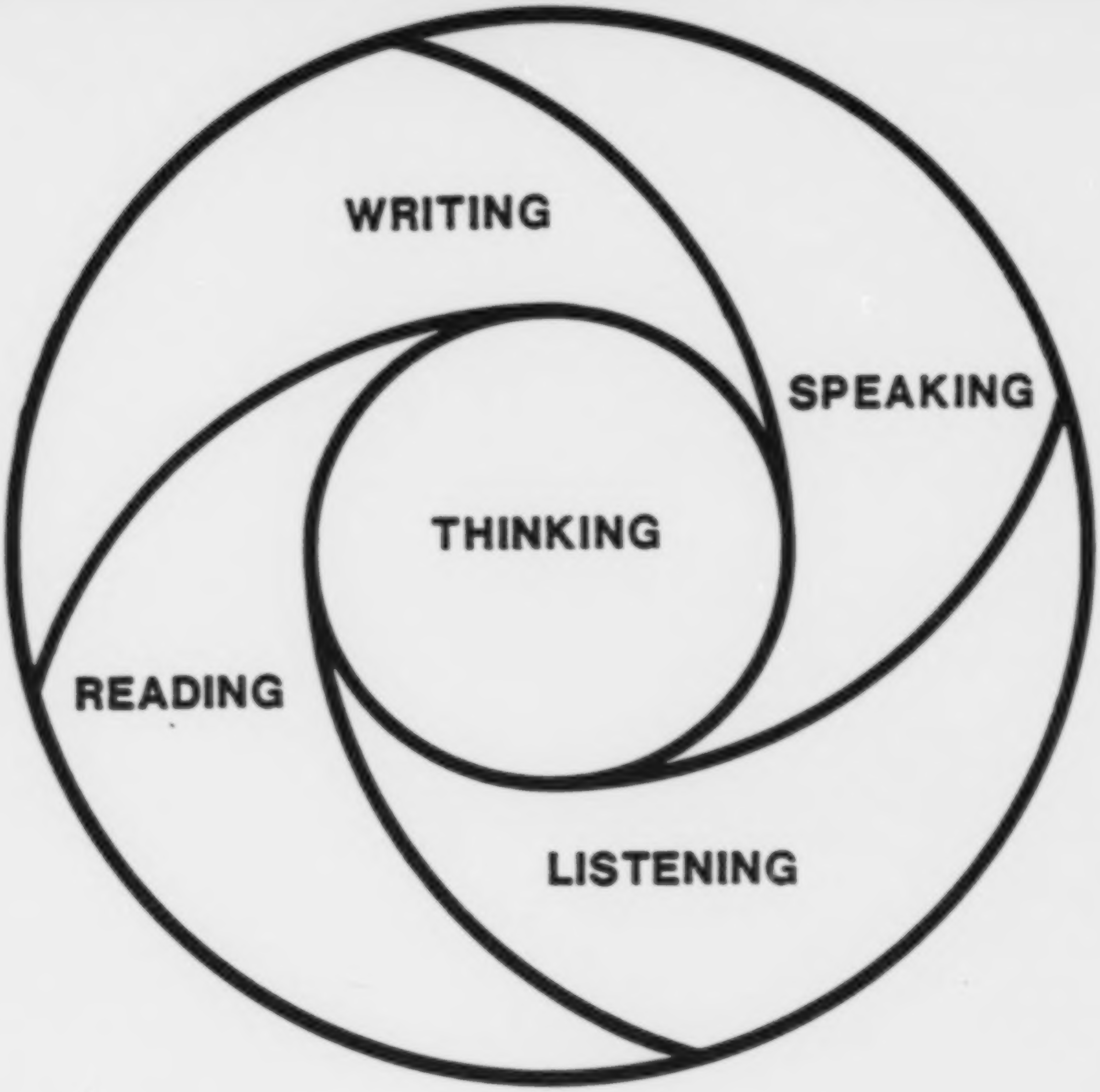
Rationale:

1. Thinking, reading, writing, speaking, and listening, all interrelated processes, are the core of the curriculum. They are also the most basic of all the skills.

   These activities represent an integrated whole, parts of which are experienced in isolation, but which generally interrelate and act in concert. The thinking process is concerned with advancing levels of abstraction, maximizing concentration, focusing random knowledge, and synthesizing data into logical, coherent trains of thought. The speaking and listening processes focus and communicate thoughts. The reading and writing processes further refine thinking and communication. (Often, the writing process, which includes pre-writing, writing, responding, reviewing, editing, evaluation, and sharing, is the most substantive proof of learning.) Taken together, these processes are the foundations of all learning and humanity.

   Research continually demonstrates (e.g., Odell and Goswami, 1983) that the average job requires workers to spend 70 percent of their time productively reading, writing, speaking, and listening. If thinking is added to the list, the figure will approach 100 percent in some occupations. Obviously, the most important career preparation we can give students is to develop these skills.

2. Language skills cannot be productively taught in isolation, particularly through the insular study of traditional, structural, or transformational grammar.



Students need daily opportunities to develop related language skills. Students develop skills by practicing them, but no skill or individual content material should be practiced in isolation. Spelling, mechanics, usage, and vocabulary study should generally be derived from and related to the literature selections and students' writing (Hillocks, 1984).

Traditionally, mechanics and usage have been taught for their own sake, apart from reading and writing. Research shows that mechanics, usage, spelling, and vocabulary are important as content when they are taught as an integral part of the writing process (Cooper, 1974; Cooper, 1983; Odell, 1974). When in the revising or editing stages, the need for correct usage, spelling, and mechanics emerges, the necessary skill can then be productively taught (Emig, 1971).

The instruction of formal grammar, unless directly related with the writing, reading, and speaking processes, does not help students develop communication skills. Furthermore, researchers have incontrovertibly concluded that in programs in which excessive time is devoted to the study of grammar, independent of the reading and writing processes, the effects are negative. It may be helpful for students to have a knowledge of grammatical terminology when it is taught in the context of their own writing, reading, and speaking. In the words of William Irmsher, past-president of the National Council of Teachers of English, "Few grammarians are writers, but all writers are grammarians." In summary, skill attainment through process is paramount, content is secondary.

3. Language skills stretch across all mastery levels and subject areas.

   The teaching of effective language skills is a shared responsibility, involving all teachers in all subject areas, administrators, and parents. These skills are taught, reinforced, and expanded repeatedly through all subject areas.

4. In general, the developmental sequence of language skills is: Fluency ---- Detail ---- Abstractions.

   Students must be able to produce and comprehend ample amounts of language before detail can be effectively taught. Then students must learn to articulate and comprehend specific language before tackling abstractions in language. That is, when learning to write, students must first produce several paragraphs before moving to specific language that brings writing to life. From concrete, vivid language the students can then go forward to language that has no physical referent (e.g., truth, justice, freedom) and employs calculated rhetorical strategies, including logic.

   Although development of language skills is a lifelong process, students can demonstrate appropriate progress for each grade level.

---

George Hillocks, Jr. "What Works in Teaching Composition: A Meta-analysis of Experimental Treatment Students." American Journal of Education, Vol. 93 (November, 1984), 1, 133-170.

Charles R. Cooper, "Research Roundup: Oral and Written Composition," English Journal, Vol. 63 (September, 1974), 102

Charles R. Cooper, "Research Roundup: Oral and Written Composition," English Journal, Vol. 62 (November, 1973), 1,202.

Lee Odell, "Measuring the Effect of Instruction in Pre-Writing," Research in the Teaching of English, Vol. 8 (fall, 1974), 240.

Janet Emig, The Composing Processes of Twelfth Graders. Urbana, Illinois: National Council of Teachers of English, 1971, 98-99.

# ENGLISH/LANGUAGE ARTS CORE CURRICULUM

Thinking, Reading, Writing, Speaking, and Listening Skills

SIS CODE: LA

**Levels K-3**

**mastery**

SIS CODE: LA

**Levels 4-6**

**mastery**

SIS CODE: LE

**Levels 7-8**
2.0 UNITS
**mastery**

SIS CODE: LE

**Levels 9-12**
3.0 UNITS
**mastery**

# LANGUAGE ARTS LEVEL 4

LA LEVEL 4

SIS NUMBER: 4040
SIS CODE: LA

## CORE STANDARDS OF THE COURSE

| | |
|---|---|
| STANDARD 4040-01 | The students will listen at different levels of understanding and respond with appropriate words or actions. (LISTENING) |

### OBJECTIVES

| | |
|---|---|
| 4040-0101. | Follow three- or four-step directions. |
| 4040-0102. | Retell the story line (plot) of the narratives. |
| 4040-0103. | Draw conclusions from a speaker's message. |
| 4040-0104. | Listen attentively to comments of others. |
| 4040-0105. | Respond to speakers; e.g., ask questions and make contributions. |
| 4040-0106. | React to literary selections read aloud. |

| | |
|---|---|
| STANDARD 4040-02 | The students will verbally communicate ideas, information, opinions, descriptions, and feelings as they participate in conversations and discussions. (SPEAKING) |

### OBJECTIVES

| | |
|---|---|
| 4040-0201. | Answer and ask questions related to the topic. |
| 4040-0202. | Use expressive speech to add meaning and interest to personal experiences. |
| 4040-0203. | Continue to develop and expand spoken vocabularies. |
| 4040-0204. | Select a subject of interest and speak about it. |
| 4040-0205. | Memorize and recite poetry, and perform creative dramatics. |

4040-0206. Contribute ideas in group discussions.

4040-0207. Use appropriate language in formal and informal situations.

STANDARD
4040-03

The students will increase their reading vocabularies through structural and contextual clues, and strengthen comprehension techniques, particularly reading study skills. (READING)

OBJECTIVES

4040-0301. Apply sound-symbol relationships and structural analysis to word recognition.

4040-0302. Develop fluency in oral reading by using intonation and expression and by observing punctuation conventions.

4040-0303. Develop greater knowledge of word meanings through contextual clues.

4040-0304. Answer written and oral questions that require recall of facts.

4040-0305. Retell the story lines (plots) of the narratives or list sequence of events in a reading selection.

4040-0306. Locate main ideas and identify important details in written selections.

4040-0307. Identify fact and opinion elements in a written selection.

4040-0308. Predict a logical outcome of a reading selection.

4040-0309. Use books, people, and reference materials as sources for information.

4040-0310. Interpret basic symbols on graphs, legends, maps, charts, etc., found in grade level text.

4040-0311. Locate words in dictionary, using guide words, entry words, and pronunciation keys.

4040-0312. Read and follow directions.

**STANDARD 4040-04**

The students will expand their involvement with children's classics and authors while they increase the quality and quantity of self-selective reading. (LITERATURE)

OBJECTIVES

4040-0401. Read a variety of self-selected works.

4040-0402. Differentiate between fiction and nonfiction narratives.

4040-0403. Describe story elements: main characters, plots, and setting.

4040-0404. Interpret the meaning of figurative language as it occurs in context.

4040-0405. Recognize different purposes of reading selections; e.g., to inform, to persuade, to entertain.

4040-0406. Read poetry for content and feelings.

4040-0407. Express personal reactions to the authors' works.

**STANDARD 4040-05**

The students will correctly spell words needed to express ideas and information and demonstrate proficiency in cursive writing skills. (SPELLING AND PENMANSHIP)

OBJECTIVES

4040-0501. Recognize and correct misspelled words, using a dictionary when necessary.

4040-0502. Apply the patterns and rules that influence the spelling of words.

4040-0503. Master a basic word list as adopted by the school.

4040-0504. Discriminate between correct and incorrect spelling of words.

4040-0505. Produce a legible cursive manuscript.

4040-0506. Increase speed of writing while maintaining neatness.

STANDARD
4040-06

The students will increase skills using the writing process to express ideas and experiences related to self and others. (WRITTEN COMPOSITION)

OBJECTIVES

4040-0601. Use prewriting strategies; e.g., brainstorming, listing, mapping, etc.

4040-0602. Write personal compositions; e.g., friendly letters, journals, poems, or autobiographies.

4040-0603. Compare accurate descriptions of a variety of objects, people, or places; e.g., talk-write activity with art project, cooperative learning group activities, games, guided imagery, and records of weather observations.

4040-0604. Write stories; e.g., cliff hangers, new endings for old fairy tales, cumulative stories.

4040-0605. Prepare informative projects using resources from the library media center and other appropriate locations; e.g., news articles, directions, displays, or television guides.

4040-0606. Compose selections to convince others of opinion; e.g., want ads, commercials, letters, bumper stickers, license plates.

4040-0607. Continue to use nouns and verbs correctly within the writing process.

4040-0608. Share and respond to writing of others.

4040-0609. Practice the editing skills of correct spelling, legible writing, and punctuation (including quotation marks, commas, and apostrophes).

STANDARD
4040-07

The students will learn about and experience the techniques of drama. (DRAMA: Participant, Observer/Listener, Critic)

OBJECTIVES

4040-0701. Work cooperatively in planning improvisations or story dramatizations.

4040-0702. Demonstrate appropriate movements and actions to communicate size, shape, and weight of imaginary objects.

4040-0703. Read a selection expressing appropriate emotion.

4040-0704. Describe the physical characteristics of a given character in a story or play.

4040-0705. Give and support opinions of a production.

4040-0706. Make up a character to fit a given costume piece; e.g., cowboy hat, shawl, glasses.

# LANGUAGE ARTS LEVEL 5

LA LEVEL 5

SIS NUMBER: 4050
SIS CODE: LA

## CORE STANDARDS OF THE COURSE

| | |
|---|---|
| STANDARD 4050-01 | The students will develop critical listening skills for understanding verbal messages. (LISTENING) |

### OBJECTIVES

4050-0101. Follow multiple-step directions correctly.

4050-0102. Retell sequence of events or major points after a listening experience.

4050-0103. Draw conclusions from a speaker's message.

4050-0104. Discriminate fact from opinion in a spoken presentation.

4050-0105. Listen attentively to comments of others.

| | |
|---|---|
| STANDARD 4050-02 | The students will expand vocabulary and oral language skills as they participate in discussions and make verbal presentations. (SPEAKING) |

### OBJECTIVES

4050-0201. Recite or read selections aloud using intonation and expression.

4050-0202. Ask questions to gain additional information.

4050-0203. Answer questions related to the topic.

4050-0204. Contribute ideas in group discussions.

4050-0205. Prepare, organize, and present an informal speech.

4050-0206. Use descriptive words, phrases, and sentences.

4050-0207. Memorize and recite poetry, short selections, and perform in plays.

4050-0208. Participate in the evaluation of ideas.

STANDARD
4050-03

The students will apply word recognition and study skills. They will expand their vocabulary and demonstrate higher level comprehension strategies. (READING)

OBJECTIVES

4050-0301. Use phonetic and structural analysis, as well as contextual clues, to decode words accurately and fluently.

4050-0302. Show understanding of vocabulary by giving synonyms or antonyms, completing an analogy, or using words in sentences.

4050-0303. Answer written or oral questions by paraphrasing major points, sequence of events, or classifying information.

4050-0304. Analyze cause and effect relationships.

4050-0305. Differentiate between fact and opinion, fiction and nonfiction writing.

4050-0306. Predict logical outcomes or state a reasonable conclusion.

4050-0307. Identify the purpose of a reading selection.

4050-0308. Interpret graphs, maps, charts, etc.

4050-0309. Read and follow multiple step directions.

4050-0310. Locate specific information in reference materials.

STANDARD
4050-04

The students will read literary selections and demonstrate their comprehension. (LITERATURE)

OBJECTIVES

4050-0401. Read a variety of self-selected materials.

4050-0402. Recognize character traits, identify setting, and recall story line (plot).

4050-0403. Interpret figurative language as it occurs in context.

4050-0404. Participate in related activities; e.g., perform in a play, illustrate story setting or action, and/or compare characters.

STANDARD
4050-05

The students will increase skills using the writing process to express ideas and experiences related to self and others. (WRITTEN COMPOSITION)

OBJECTIVES

4050-0501. Use prewriting strategies; e.g., brainstorming, listing, mapping, etc.

4050-0502. Compose descriptive selections; e.g., state travel brochures, description of natural phenomena, description of life during any historical period, journal entry from the point of view of a figure from history, description of an event, or a day of their life.

4050-0503. Write personal selections; e.g., journals, biographical events, friendly letters, greeting cards, thank you notes.

4050-0504. Write stories; e.g., a tall tale about a natural feature in the Western Hemisphere, sequel to favorite book, story about a historical event.

4050-0505. Prepare informative projects using appropriate reference materials from the library media center and other locations; e.g., newspapers, reports/posters/displays on states or regions, biographies.

4050-0506. Write selections to convince others of opinion; e.g., narrative for sale of self at auction, convince someone of the reasons for a class rule, take a stand on a community issue.

4050-0507. Group sentences sharing a common theme into paragraphs.

4050-0508. Share and respond to writing of others.

4050-0509. Practice the editing skills of correct spelling, legible writing, correct capitalization and punctuation, and use of adverb and adjective within the writing process.

BEST COPY AVAILABLE

4050-0510. Publish a selected composition.

STANDARD
4050-06

The students will learn about and experience the techniques of drama. (DRAMA: Participant Observer/Listener, Critic)

OBJECTIVES

4050-0601. Offer positive comments and constructive suggestions to peers following classroom dramatic activities.

4050-0602. Use suggestions to improve dramatic activities.

4050-0603. Create physical and emotional responses of a character from information given or implied by the story material.

4050-0604. Improvise a vocal and physical response to a given emotion.

4050-0605. Identify the conflict in simple dramatic productions such as hero versus villain.

4050-0606. Critique a production, supporting personal opinions with examples and making suggestions for improvement.

4050-0607. Identify the names for different jobs involved in dramatic productions; e.g., designer, technician, actor.

4050-0608. Show understanding of how meaning is influenced by pitch, rate, force, tone, and other vocal variables.

## LANGUAGE ARTS LEVEL 6

LA LEVEL 6

SIS NUMBER: 4060
SIS CODE: LA

### CORE STANDARDS OF THE COURSE

| | |
|---|---|
| STANDARD 4060-01 | The students will develop critical listening skills for understanding verbal messages. (LISTENING) |

#### OBJECTIVES

4060-0101. Identify relevant and irrelevant information from a speaker's message.

4060-0102. Identify bias, prejudice, or propaganda in oral presentations.

4060-0103. Record simple notes from an oral presentation.

4060-0104. Listen to others before responding.

4060-0105. Follow multiple-step directions.

| | |
|---|---|
| STANDARD 4060-02 | The students will develop effective oral communication strategies for formal and informal situations. (SPEAKING) |

#### OBJECTIVES

4060-0201. Communicate specific meanings through gestures, facial expressions, and tone of voice.

4060-0202. Contribute ideas in group discussions.

4060-0203. Use visual aids as needed to improve a verbal presentation.

STANDARD
4060-03

The students will apply their reading skills to gain understanding in the content areas and in their recreational reading. (READING)

OBJECTIVES

4060-0301. Use reference materials as a source of information and to find answers to questions.

4060-0302. Summarize major points or sequence of events.

4060-0303. Acquire specific vocabulary needed to understand content in various areas of the curriculum.

4060-0304. Compile and organize notes from more than one printed resource on the same topic.

4060-0305. Adjust reading for different purposes; e.g., skimming a text and careful reading for difficult concepts.

STANDARD
4060-04

The students will read literary selections and demonstrate their comprehension. (LITERATURE)

OBJECTIVES

4060-0401. Identify the mood and/or underlying theme in a story or poem.

4060-0402. Recognize imagery and exaggeration.

4060-0403. Compare and contrast literary works; e.g., myths, legends, historical literature, biographies, science fiction, poetry.

4060-0404. Participate in related activities; e.g., study the author's life, create a new setting or time frame, dramatize part of the story, invent new characters.

4060-0405. Respond to literature through personal reactions.

4060-0406. Identify first person and third person narratives.

STANDARD
4060-05

The students will increase skills using the writing process to express ideas and experiences related to self and others. (WRITTEN COMPOSITION)

OBJECTIVES

4060-0501. Use prewriting strategies; e.g., brainstorming, listing, mapping, etc.

4060-0502. Compose descriptive selections; e.g., advertisements, dream room or vehicle, description of best friend, myth to explain a natural phenomenon, observations of an experiment, how-to presentation.

4060-0503. Write personal selections; e.g., yearbook blurbs, time capsules, pen pal letters, telegrams, own epitaph, journals, observations of significant events.

4060-0504. Write stories that emphasize a theme; e.g., narrative poem or ballad, stories on a holiday tradition, science fiction, script of a fairy tale.

4060-0505. Write selections to convince others of point of view; e.g., advertisements, blurbs, book jackets, billboards, campaign speeches, editorials, letters of advice to favorite characters from literature, "Dear Abby" letters and answers, letters to convince parents of need, rebuttal to a school policy or community issue.

4060-0506. Prepare research projects using a variety of materials from the library media center and other locations; e.g., biographical presentation, undercover spy report, I-Search, favorite author report/presentation, newspaper of historical period, reports/posters/projects on countries, vignette of an important person.

4060-0507. Group sentences into paragraphs with a main idea and supporting details.

4050-0508. Share and respond to writing of others.

4060-0509. Practice the editing skills of correct spelling, capitalization, punctuation, pronoun use within the writing process, and legible writing,

4050-0510. Publish a selected article.

| | |
|---|---|
| STANDARD<br>4060-06 | The students will learn about and experience the techniques of drama. (DRAMA: Participant Observer/Listener, Critic) |

OBJECTIVES

| | |
|---|---|
| 4060-0601. | Offer positive comments and constructive suggestions to peers following classroom dramatic activities. |
| 4060-0602. | Use suggestions to improve dramatic activities. |
| 4060-0603. | Develop sensitivity towards the feelings of others through role-playing and improvising conflict situations. |
| 4060-0604. | Use the voice to convey elements of characterization such as age, attitude, and education. |
| 4060-0605. | Improvise a vocal and/or physical response suggested by a given picture. |
| 4060-0606. | Make up or adapt a story dramatization, with a group of peers, including plot, conflict, setting, and characters. |
| 4060-0607. | Compare strengths and/or weaknesses in two or more productions. |
| 4060-0608. | Plan and make simple scenery for story dramatizations. |

# Library Media

# The Mission

**The mission of the school library media program is to ensure that all students and staff are effective users of ideas and information in all formats.**

***Information Power*, 1988**

# Library Media Course Chart
## Levels K—6

| | The students will identify and locate: | The students will select and use: | The students will evaluate for: | The students appreciate literature by: |
|---|---|---|---|---|
| Level K<br>4600 | Areas of Library Media Center. | Library Media Center. | Enjoyment. | Listening and responding as well as reciting nursery rhymes. |
| Level 1<br>4601 | Books and other materials. | Books and other materials. | Independent reading. | Listening and responding as well as reciting nursery rhymes. |
| Level 2<br>4602 | Parts of a book. | Appropriate reading and interest level materials. | Main ideas. | Reading, listening, and responding as well as reciting folk tales. |
| Level 3<br>4603 | Reference materials. | Reading and information needs. | Fiction and nonfiction. | Reading and responding as well as reciting short poems. |
| Level 4<br>4604 | Information sources. | Reading and information needs. | Information needs. | Reading and responding as well as reciting short poems with expression. |
| Level 5<br>4605 | Parts of indexing systems. | Reading and information needs. | Critical viewing and reading. | Reading and responding as well as reciting epic poems. |
| Level 6<br>4606 | Resources needed for research process. | Reading and research materials. | Appropriateness, currency, and relevancy. | Reading and responding as well as reciting mythological tales. |

## LIBRARY MEDIA LEVEL 4

LM LEVEL 4

SIS COURSE NUMBER: 4604
SIS CODE: LM

### CORE STANDARDS OF THE COURSE

| | |
|---|---|
| STANDARD 4604-01 | The students will identify and locate different types of information sources in the library media center. |

### OBJECTIVES

4604-0101. Identify and locate indexes to information sources; e.g., catalog system, guide to magazine articles, guide to nonprint holdings.

4604-0102. Identify and locate different types of atlases.

4604-0103. Identify and locate different types of almanacs.

4604-0104. Identify and locate different types of dictionaries.

4604-0105. Identify and locate different types of encyclopedias.

4604-0106. Identify and locate different types of data bases (electronic or print).

4604-0107. Locate books and other materials using the call number.

| | |
|---|---|
| STANDARD 4604-02 | The students will select and use many different sources to meet their reading and information needs. |

### OBJECTIVES

4604-0201. Select and use a variety of print and nonprint materials using indexing systems; e.g., card catalog (electronic or print), magazine guide, telephone book, etc.

4604-0202. Select and use appropriate reference sources; e.g., books, dictionaries, encyclopedias, magazines (periodicals).

4604-0203. Define and use the following terms: copyright, publisher, periodical, and biography.

4604-0204. Define, compare, and use a table of contents, index, bibliography, and glossary.

STANDARD
4604-03

The students will evaluate a wide variety of books and other materials.

OBJECTIVES

4604-0301. Choose a wide variety of books appropriate to reading ability and interest.

4604-0302. Evaluate books and other materials for information needs.

STANDARD
4604-04

The students will appreciate and respond to children's literature.

OBJECTIVES

4604-0401. Read from a variety of literary forms; e.g., folklore, fairytales, humor, mystery, biography, poetry.

4604-0402. Recognize first person and third person narratives.

4604-0403. Read books of merit; e.g., Utah Children's Book Award nominees.

4604-0404. Respond to literature using drama, art, writing experiences, or music.

4604-0405. Recite additional short poems with expression.

# LIBRARY MEDIA LEVEL 5

LM LEVEL 5

SIS COURSE NUMBER: 4605
SIS CODE: LM

## CORE STANDARDS OF THE COURSE

| | |
|---|---|
| STANDARD 4605-01 | The students will identify and locate parts of an index or catalog system (card or automated). |

### OBJECTIVES

4605-0101. Identify and locate cross references, guide words, annotations, and tracings.

4605-0102. Formulate descriptors (search terms or key words) for searching data bases (electronic or print).

| | |
|---|---|
| STANDARD 4605-02 | The students will select and use numerous literature and information sources. |

### OBJECTIVES

4605-0201. Use the catalog system (card or automated) to select a variety of print and nonprint materials.

4605-0202. Select and use appropriate reference sources; e.g., books, encyclopedias, magazines (periodicals), atlases, almanacs.

4605-0203. Explain the significance of copyright.

4605-0204. Using an index to magazine articles, locate magazine (periodical) articles.

4605-0205. Define and use the following terms: subtitle, foreword, preface, chapter headings, appendix, volume, guide words, glossary, title page, verso page, publisher, title, copyright date, index, and bibliography.

| | |
|---|---|
| STANDARD<br>4605-03 | The students will become critical viewers and readers through the evaluation process. |

OBJECTIVES

| | |
|---|---|
| 4605-0301. | View and respond to television productions using evaluation skills. |
| 4605-0302. | Read and respond to information sources using evaluation skills. |

| | |
|---|---|
| STANDARD<br>4605-04 | The students will appreciate and respond to children's literature. |

OBJECTIVES

| | |
|---|---|
| 4605-0401. | Select and read from a variety of literary forms; e.g., historical fiction, realistic fiction, adventure, poetry. |
| 4605-0402. | Read and respond to literature using evaluation skills. |
| 4605-0403. | Find and use information about authors of children's literature. |
| 4605-0404. | Read and respond to selected samples of an author's work. |
| 4605-0405. | Prepare and give a presentation about an author of children's literature. |
| 4605-0406. | Respond to other student presentations. |
| 4605-0407. | Read books of merit; e.g., Utah Children's Book Award, Newbery honor and medal books. |
| 4605-0408. | Recite epic poems. |

# LIBRARY MEDIA LEVEL 6

LM LEVEL 6

SIS COURSE NUMBER: 4606
SIS CODE: LM

## CORE STANDARDS OF THE COURSE

| STANDARD 4606-01 | The students will identify and locate resources needed in the research process in the library media center and in other locations. |
|---|---|

### OBJECTIVES

4606-0101. Identify and locate additional research sources; e.g., audiovisual materials, newspapers, interviews, vertical files.

4606-0102. Understand various indexing systems including data bases (electronic or print).

| STANDARD 4606-02 | The students will select and use appropriate materials from the library media center and other locations for the research process and for reading. |
|---|---|

### OBJECTIVES

4606-0201. Use specific reference tools to fulfill classroom research assignments.

4606-0202. Use information from various indexing systems to select relevant sources.

4606-0203. Select and use facts and infer ideas by comparing information from a variety of print and nonprint information sources.

4606-0204. Use newspapers, telephone books, audiovisual materials, and interviews as sources of information.

STANDARD
4606-03

The students will evaluate books and other materials to determine their appropriateness for the intended purpose.

OBJECTIVES

4606-0301. Evaluate books and other materials for appropriateness, relevancy, and currency.

4606-0302. Discuss the purpose for using various reference sources.

STANDARD
4606-04

The students will appreciate and respond to children's literature.

OBJECTIVES

4606-0401. Select and read from a variety of literary forms; e.g., fantasy, science fiction, mythology, poetry.

4606-0402. Select and read books of merit; e.g., Utah Children's Book Award nominees, Newbery honor and medal books, and other award winning books.

4606-0403. Participate in activities that follow a reading experience through drama, art, writing experiences, or music.

4606-0404. Retell mythological tales.

# Mathematics

# MATHEMATICS

Mathematics in the public schools of Utah has two basic roles. The first is to provide the skills necessary to meet the immediate demands of people in society, including the necessary service to other curriculum areas which enable students to function successfully in applications of mathematics. The second role demands a preparation for future development in society for which mathematical competencies will be required.

Mathematical experiences for students will be more effectively taught if human development is capitalized upon. The natural sequence of growth is from the concrete physical world, to verbalization, to written symbols, and then to application in real life situations. So, too, should the mathematical instruction, when possible, progress from a physical model to verbal discussion, then writing or symbolically stating relationships, and finally applications in real-life situations including jobs and careers. Students should not be rushed into abstractions, and teachers should assure understanding before the next concept is approached.

The ultimate goal of applying mathematical concepts and skills to successful functions in society cannot be overemphasized as teachers, district staff, and the State Office of Education personnel cooperate to design learning strategies for mastering the objectives outlined in the mathematics core. Functional competencies can be acquired through the thoughtful development and use of those learning activities related to essential life skills.

A basic understanding of mathematical concepts is vital to most jobs and careers. Therefore, students need to use the mathematical concepts in the core for practical applications in various employment choices.

Creativity and individualization are only partially satisfied by the variety of mathematical courses offered. Further attention to these vital components must be addressed at each level and course in mathematics. Especially in the application phase of instruction, students can be provided opportunity for creativity and individualization through projects and activities designed by students.

The following array may be helpful in evaluating the communication skills developed by the student as the various levels of learning are attempted. The methods of communication are on the left while the levels of learning are at the top.

# LEARNING STYLES AND HUMAN DEVELOPMENT

| Hierarchy of learning process | Learners: develop through having: | | | |
|---|---|---|---|---|
| | Experiences with the PHYSICAL world. | Experiences with PICTORIAL REPRESENTATIONS or semiabstractions representing the physical world. | Experiences with the SYMBOLIC or abstractions which replace the pictorial representation. | APPLICATIONS in the Environment when appropriate for the abstractions. |
| SELF-INQUIRY - That highest process of learning where the learner is asking the questions of investigation. | | | | |
| EXTERNAL STIMULI - That process of learning when someone asks questions of the learner. | | | | |
| MEMORIZATION is the lowest form of learning. | | | | |

In this array, the processes of learning are on the left of the chart while the experiences of learning activities appear at the top.

## COMMUNICATION LEVELS OF ACHIEVEMENT

| | The learners will be able to communicate the level of achievement in the six processes of learning. | | | | | |
|---|---|---|---|---|---|---|
| Learners may use one of the four methods of communicating achievement. | Understanding | Remembering | Verbalizing | Organizing | Solving | Evaluating |
| OBJECTS can be used to communicate achievement in the six processes of learning. | | | | | | |
| WORDS can communicate achievement in the six processes of learning. | | | | | | |
| SYMBOLS can be used to communicate achievement in the six processes of learning. | | | | | | |
| ATTITUDES or FEELINGS will intentionally or unintentionally communicate learner achievement in the six processes of learning. | | | | | | |

# MATHEMATICS COURSE CHART

## K-6

SIS CODE: MA

**BASIC MATHEMATICS CORE**

Students may enter appropriate courses according to the course prerequisites.

## 7-8

2.0 units required

**GEOMETRY**
SIS CODE: MO

**ELEMENTARY ALGEBRA**
SIS CODE: MO

**ALGEBRA PREPARATION**
SIS CODE: MO

**LEVEL 8**
SIS CODE: MO

**LEVEL 7**
SIS CODE: MO

****BASIC CORE II**
SIS CODE: MO

****BASIC CORE I**
SIS CODE: MO

Students may enter appropriate courses according to the course prerequisites.

## 9-12

*2.0 units required

**CALCULUS**
SIS CODE: MO

**ANALYTIC GEOMETRY**
SIS CODE: MO

**ADVANCED ALGEBRA**
SIS CODE: MO

**TRIGONOMETRY**
SIS CODE: MO

**INTERMEDIATE ALGEBRA**
SIS CODE: MO

**GEOMETRY**
SIS CODE: MO

**ELEMENTARY ALGEBRA**
SIS CODE: MO

**APPLIED MATHEMATICS**
SIS CODE: MO

**ALGEBRA PREPARATION**
SIS CODE: MO

*Units of credit for these courses must not have already been used to satisfy 7-8 requirements.

**Basic Core I and II exist during transition period to allow students currently in K-6 to have an opportunity to attain mastery of basic mathematics core.

# MATHEMATICS LEVEL 4

MATH LEVEL 4

SIS NUMBER: 5040
SIS CODE: MA

## COURSE DESCRIPTION

The Mathematics Level 4 course of study consists of three principal parts:

1. Review of previously learned mathematics concepts including maintaining the previous mathematics core standards.
2. Mastery of core standards and objectives for Mathematics Level 4.
3. Introduction of new concepts and skills outlined in district curriculum guides and/or textbooks.

The students will learn the concepts of rational numbers as outlined in the standards and objectives.

## CORE STANDARDS OF THE COURSE

| | |
|---|---|
| STANDARD<br>5040-01 | The students will understand that numeration systems provide symbolic representations for identifying numbers. |

## OBJECTIVES

| | |
|---|---|
| 5040-0101. | Identify, read, and write given numerals to 1,000,000. (104-001, 105-001) |
| 5040-0102. | Identify the place value of a digit by its position given in numerals up to 1,000,000. (104-003) |
| 5040-0103. | Identify the fractional expression for a part of a set or region. (104-016) |

| | |
|---|---|
| STANDARD<br>5040-02 | The students will show that numbers can be ordered and compared. |

OBJECTIVES

5040-0201. Order numbers to 10,000. (103-001)

5040-0202. Round numbers to the nearest tens, hundreds, or thousands place. (103-005)

5040-0203. Put fractions with like denominators in order; e.g., 3/8, 5/8, 7/8. (104-018)

| | |
|---|---|
| STANDARD<br>5040-03 | The students will, through computation, relate combinations of numbers to other numbers. |

OBJECTIVES

5040-0301. Add and subtract four-digit numbers with regrouping. (103-003)

5040-0302. Multiply two- or three-digit numbers by a one-digit multiplier with regrouping. (104-006)

5040-0303. Demonstrate knowledge of the basic multiplication facts through 9 x 9.

5040-0304. Compute a two-digit quotient using a one-digit divisor. (104-009)

5040-0305. Demonstrate knowledge of the basic division facts through 81 ÷ 9. (103-013)

5040-0306. Recognize that division by zero is undefined because there is not a unique answer available. (104-012)

5040-0307. Add and subtract fractions with like denominators. (104-019)

5040-0308. Identify fractions equal to 1. (103-023)

5040-0309. Add and subtract mixed and proper fractions using like denominators without regrouping; e.g., 1-2/7 + 2-3/7 = 3-5/7. (104-017, 019)

STANDARD
5040-04

The students will use geometry to explore the relationships of objects.

OBJECTIVES

5040-0401. Identify a line segment by its end points. (104-023)

5040-0402. Identify a polygon as a simple closed figure composed of line segments. (104-024)

STANDARD
5040-05

The students will understand that measurement is the comparing of objects with standard units such as the U. S. Common and metric.

OBJECTIVE

5040-0501. Measure length to 1/4 inch accuracy. (104-025)

5040-0502. Recognize that kilometers are used to measure distance.

5040-0503. Measure the perimeter of a geometric figure. (104-027)

5040-0504. Give area in square units. (104-028)

5040-0505. Measure time in minutes, hours, days, weeks, months, and years. (104-032)

5040-0506. Select appropriate units to measure length, volume, or mass. (104-030, 031)

STANDARD
5040-06

The students will apply mathematical concepts and use problem-solving strategies to solve problems in daily living.

OBJECTIVES

5040-0601. Solve word problems using Level 4 core computational skills including monetary amounts less than $100.00. (104-033)

5040-0602. Solve word problems involving measurement. (101-020)

| | |
|---|---|
| STANDARD<br>5040-07 | The students will demonstrate an understanding of the structure of arithmetic. |

OBJECTIVES

5040-0701. Recognize the positive whole number factors of a number; e.g., factors of 12 include 2 x 6, 12 x 1, 3 x 4. (104-005)

5040-0702. Recognize that mathematical sentences must be either true or false; e.g., 3 + 4 = 7 True; 3 x 2 = 7 False. (104-013)

5040-0703. Separate a geometric figure into equal parts so that each part represents a fractional portion of the original unit. (102-011)

5040-0704. Identify parts of a fraction as numerator, denominator, and fraction bar. (104-016)

# MATHEMATICS LEVEL 5

MATH LEVEL 5

SIS NUMBER: 5050
SIS CODE: MA

## COURSE DESCRIPTION

The Mathematics Level 5 course of study consists of three principal parts:

1. Review of previously learned mathematics concepts including maintaining the previous mathematics core standards.
2. Mastery of core standards and objectives for Mathematics Level 5.
3. Introduction of new concepts and skills outlined in district curriculum guides and/or textbooks.

The students will learn the concepts of rational numbers as outlined in the standards and objectives.

## CORE STANDARDS OF THE COURSE

| | |
|---|---|
| STANDARD 5050-01 | The students will understand that numeration systems provide symbolic representations for identifying numbers. |

OBJECTIVE

5050-0101. Identify, read, and write given numerals to 1,000,000,000. (105-002, 106-001)

| | |
|---|---|
| STANDARD 5050-02 | The students will show that numbers can be ordered and compared. |

OBJECTIVES

5050-0201. Compare decimal forms for numbers to hundredths using , , = . (105-028)

5050-0202. Recognize equivalent decimal forms (.5 = .50).

| STANDARD<br>5050-03 | The students will, through computation, relate combinations of numbers to other numbers. |
|---|---|

OBJECTIVES

5050-0301. Compute products using two- and three-digit factors. (105-004)

5050-0302. Compute quotients using two-digit divisors that produce quotients greater than nine. (104-011)

5050-0303. Write improper fractions in the form of mixed numerals and mixed numerals in the form of improper fractions. (105-019)

5050-0304. Add and subtract fractions with unlike denominators. (105-022)

5050-0305. Add and subtract rational numbers using zero as the identity element; e.g., 1/2 + 0 = 1/2; .25 = 0 + .25. (105-024)

5050-0306. Write some decimal numbers in rational form; e.g., .25 = 1/4. (105-027)

5050-0307. Add and subtract mixed numbers. (105-030)

5050-0308. Multiply fractions. (105-014)

5050-0309. Identify equivalent fractions. (106-018)

5050-0310. Add and subtract numbers up to three decimal places. (105-022)

5050-0311. Multiply numbers up to two decimal places. (104-006)

5050-0312. Determine the average (mean) of a set of data to the nearest whole number. (104-015)

5050-0313. Estimate sums, differences, products, and quotients. (104-004)

STANDARD
5050-04

The students will use geometry to explore the relationships of objects.

OBJECTIVES

5050-0401. Identify and draw rays, lines, line segments, and angles. (105-037)

5050-0402. Identify and draw perpendicular and parallel lines. (105-039)

5050-0403. Identify the parts of a circle (circumference, radius, diameter). (105-045)

5050-0404. Recognize three-dimensional shapes. (104-029)

5050-0405. Identify lines of symmetry. (103-020)

STANDARD
5050-05

The students will understand that measurement is the comparing of objects with standard units such as the U. S. Common and metric.

OBJECTIVES

5050-0501. Measure temperature in Celsius and Fahrenheit degrees. (105-032)

5050-0502. Measure an angle with a protractor to the nearest five degrees. (106-040)

5050-0503. Give length to the nearest 1/8 inch. (104-025)

5050-0504. Measure and compute perimeter. (104-027)

5050-0505. Compute the area of a rectangle. (105-044)

STANDARD
5050-06

The students will apply mathematical concepts and use problem-solving strategies to solve problems in daily living.

OBJECTIVES

5050-0601. Read and interpret data on graphs, charts, and tables. (105-034)

5050-0602. Graph ordered pairs of positive numbers on a rectangular grid. (105-035)

5050-0603. Describe the location or points of positive numbered coordinates on a rectangular grid. (105-036)

5050-0604. Solve word problems using Level 5 core computational skills, including problems dealing with monetary amounts.

5050-0605. Solve two-step problems.

5050-0606. Interpret the remainder when using division to solve word problems.

5050-0607. Solve word problems which contain unnecessary information.

| | |
|---|---|
| STANDARD<br>5050-07 | The students will demonstrate an understanding of the structure of arithmetic. |

OBJECTIVES

5050-0701. Demonstrate that the place value of digits to the left of the decimal point increases by powers of ten, while the place value of digits to the right of the decimal point decreases by powers of ten.

5050-0702. Define the term prime number. (105-007)

5050-0703. Identify integers divisible by two, three, and five. (105-009)

5050-0704. Recognize that addition and subtraction of rational numbers are inverse operations. (105-023)

5050-0705. Identify mixed numbers, proper fractions, and improper fractions. (104-017)

## MATHEMATICS LEVEL 6

MATH LEVEL 6

SIS NUMBER: 5060
SIS CODE: MA

### COURSE DESCRIPTION

The Mathematics Level 6 course of study consists of three principal parts:

1. Review of previously learned mathematics concepts including maintaining the previous mathematics core standards.
2. Mastery of core standards and objectives for Mathematics Level 6.
3. Introduction of new concepts and skills outlined in district curriculum guides and/or textbooks.

The students will investigate the structure of mathematics within the rational number system; expand their computation skills; explore elementary geometric relationships; measure in various systems; and use mathematics to solve problems as they learn the standards and objectives.

### CORE STANDARDS OF THE COURSE

| | |
|---|---|
| STANDARD 5060-01 | The students will understand that numeration systems provide symbolic representations for identifying numbers. |

OBJECTIVE

5060-0101. Identify, read, and write given numerals to 100,000,000,000. (106-001)

| | |
|---|---|
| STANDARD 5060-02 | The students will show that numbers can be ordered and compared. |

OBJECTIVES

5060-0201. Compare two integers using the number line. (106-005)

5060-0202. Compare two fractions using <, >, or = . (106-010)

5060-0203. Represent a percent as a decimal and as a ratio; e.g., 63% = .63 = 63/100. (106-032)

5060-0204. Compare decimal numbers to thousandths using <, >, or = . (105-028)

STANDARD
5060-03

The students will, through computation, relate combinations of numbers to other numbers.

OBJECTIVES

5060-0301. Compute products using factors with three or more digits. (105-004)

5060-0302. Compute quotients using two- and three-digit divisors, resulting in a multi-digit quotient. (105-012)

5060-0303. Identify equivalent fractions. (106-018)

5060-0304. Simplify fractions to lowest terms. (105-020)

5060-0305. Add mixed numbers using unlike denominators with renaming. (105-022, 030)

5060-0306. Subtract mixed fractions using unlike denominators with renaming. (105-022, 030)

5060-0307. Multiply proper fractions and write in simplest form. (105-014)

5060-0308. Multiply mixed number fractions and write in simplest form. (106-017)

5060-0309. Divide proper fractions and write in simplest form. (106-013)

5060-0310. Divide mixed number fractions and write in simplest form. (106-017)

5060-0311. Add, subtract, and multiply one-, two-, and three-place decimal numbers. (106-022, 023, 024)

5060-0312. Divide one-, two-, and three-place decimal numbers, including decimal divisors. (106-025)

5060-0313. Multiply and divide decimals by tens and hundreds. (106-024, 025)

5060-0314. Compute percentages of given numbers. (106-031)

| | |
|---|---|
| STANDARD<br>5060-04 | The students will use geometry to explore the relationships of objects. |

OBJECTIVES

5060-0401. Define a right, acute, and obtuse angle. (106-040, 041)

5060-0402. Define a right triangle, square, and rectangle. (106-042)

5060-0403. Relate the above definitions to objects in the environment.

| | |
|---|---|
| STANDARD<br>5060-05 | The students will understand that measurement is the comparing of objects with standard units such as the U. S. Common and metric. |

OBJECTIVES

5060-0501. Measure length to the nearest 1/16 inch. (104-025)

5060-0502. Measure length to the nearest millimeter. (106-043)

5060-0503. Determine the sum of the angles in a triangle. (106-043)

5060-0504. Compute the area of a triangle, given a formula. (106-044)

| | |
|---|---|
| STANDARD<br>5060-06 | The students will apply mathematical concepts and use problem-solving strategies to solve problems in daily living. |

OBJECTIVES

5060-0601. Read information on a chart. (105-034)

5060-0602. Solve word problems using Level 6 core computation skills including problems dealing with monetary amounts.

5060-0603. Solve word problems using perimeter.

STANDARD
5060-07

The students will demonstrate an understanding of the structure of arithmetic.

OBJECTIVES

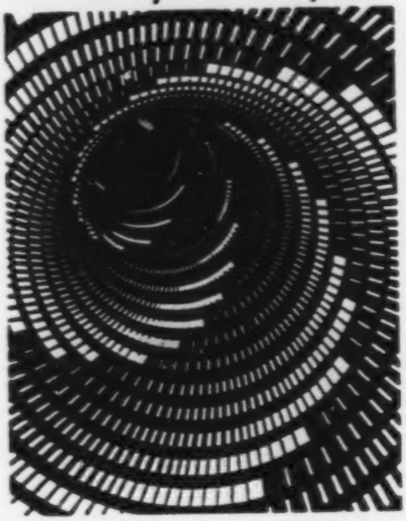
5060-0701. Recognize that the sum of an integer and its opposite is zero; e.g., 3 + (-3) = 0. (106-007)

5060-0702. Write the reciprocal of a fraction. (106-012)

5060-0703. Recognize that the product of a fraction or whole number and its reciprocal (except zero) is 1. (106-012)

5060-0704. Recognize prime numbers through 100. (105-007)

# Responsible Healthy Lifestyles



# RESPONSIBLE HEALTHY LIFESTYLES

The responsible healthy lifestyles curriculum integrates into a meaningful whole, medical, scientific, behavioral and ethical knowledge, values, and practices which enhance a healthy life. It deals with issues and concerns of the whole person--intellectual, social, emotional, physical, ethical--and integrates findings from medicine, space exploration, science, social science, etc.

A tremendous number of each person's daily decisions directly or indirectly influence the quality and health of one's life. From growth and development to substance abuse, from micro-organism caused illness to positive healthy lifestyles, from childhood through adolescence, responsible healthy lifestyles education focuses on positive health lifestyle choices.

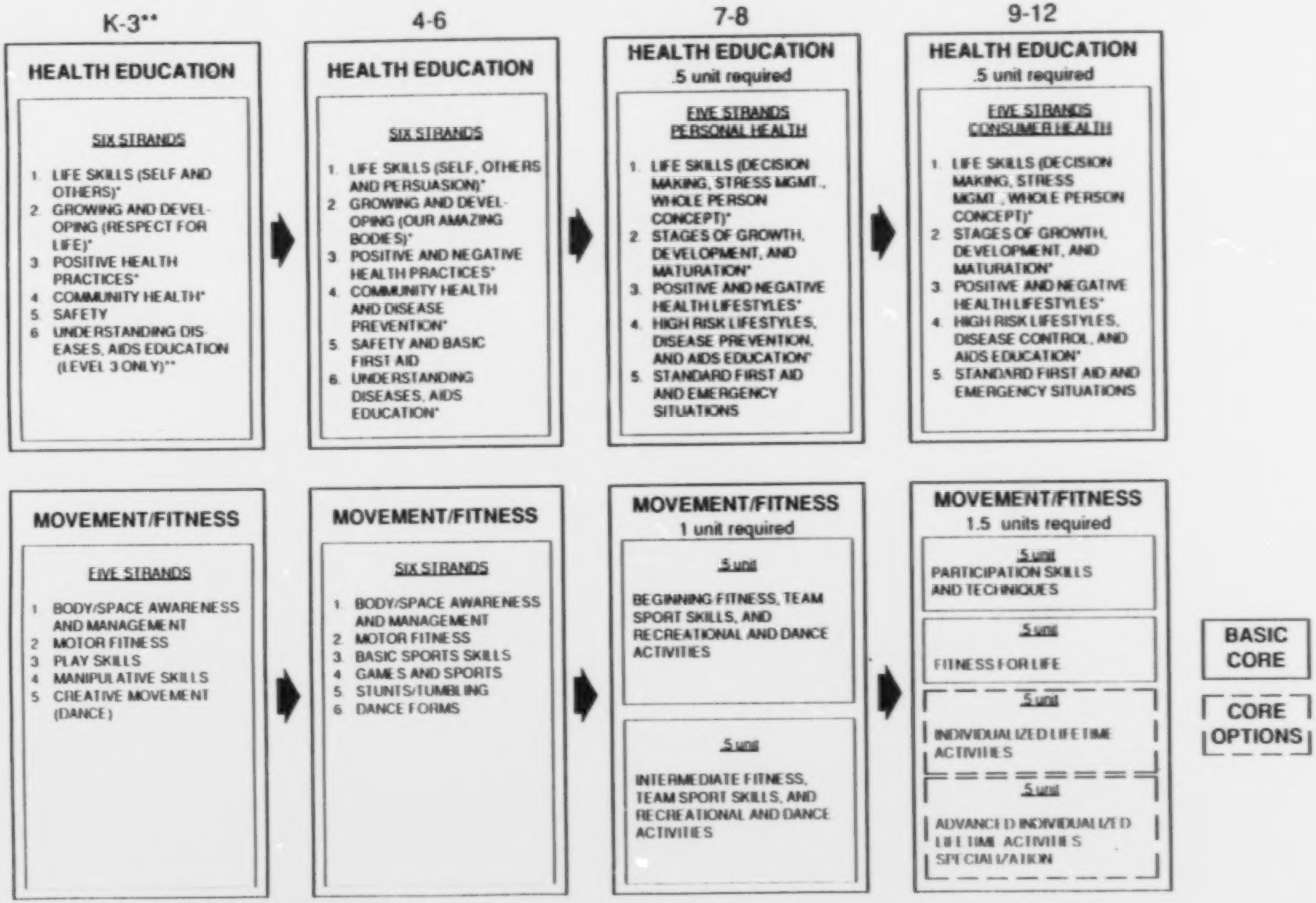
Personal decisions about one's health and the quality of one's life are inescapable. Such decisions must be made every day. They affect the individual, the family, the community, the state, the nation, and the world. Helping children and youth to make wise and wholesome decisions about a wide variety of personal, family, and societal health issues is of paramount importance.

Many decisions made in childhood and youth make a tremendous difference in one's emotional health: selection of foods; respect for the body; respect for birth and the miracle of life; involvement or non-involvement in the use of alcohol, tobacco, and drugs; decisions regarding prevention of diseases; utilization of safety and survival skills; in one's role as a consumer of goods, services, and information; perçeption of and involvement in community health issues; and in one's maintenance of physical fitness. The school can and should play a significant role in helping students prepare to make such decisions.

The human body was made to move. The technological age of labor-saving devices and sedentary living often detracts from the biological necessity for movement. Many degenerative diseases plaguing Americans have a portion of their roots in sedentary, inactive lifestyles. The vegetative, physically bland life leaves both the young and old susceptible to heart disease, obesity, muscular atrophy, and decreased life expectancy. Thus, living a physically active lifestyle is important to health and wellness.

A school's responsible healthy lifestyles program can and should help students be involved in and adopt a personal lifestyle of regular physical activity. This along with other positive health practices contributes to the quality of life, not only as a student, but also as a future adult.

# RESPONSIBLE HEALTHY LIFESTYLES
## Movement, Fitness, and Health Education Core



### K-3**

**HEALTH EDUCATION**

SIX STRANDS

1. LIFE SKILLS (SELF AND OTHERS)*
2. GROWING AND DEVELOPING (RESPECT FOR LIFE)*
3. POSITIVE HEALTH PRACTICES*
4. COMMUNITY HEALTH*
5. SAFETY
6. UNDERSTANDING DISEASES, AIDS EDUCATION (LEVEL 3 ONLY)**

**MOVEMENT/FITNESS**

FIVE STRANDS

1. BODY/SPACE AWARENESS AND MANAGEMENT
2. MOTOR FITNESS
3. PLAY SKILLS
4. MANIPULATIVE SKILLS
5. CREATIVE MOVEMENT (DANCE)

### 4-6

**HEALTH EDUCATION**

SIX STRANDS

1. LIFE SKILLS (SELF, OTHERS AND PERSUASION)*
2. GROWING AND DEVELOPING (OUR AMAZING BODIES)*
3. POSITIVE AND NEGATIVE HEALTH PRACTICES*
4. COMMUNITY HEALTH AND DISEASE PREVENTION*
5. SAFETY AND BASIC FIRST AID
6. UNDERSTANDING DISEASES, AIDS EDUCATION*

**MOVEMENT/FITNESS**

SIX STRANDS

1. BODY/SPACE AWARENESS AND MANAGEMENT
2. MOTOR FITNESS
3. BASIC SPORTS SKILLS
4. GAMES AND SPORTS
5. STUNTS/TUMBLING
6. DANCE FORMS

### 7-8

**HEALTH EDUCATION**
.5 unit required

FIVE STRANDS
PERSONAL HEALTH

1. LIFE SKILLS (DECISION MAKING, STRESS MGMT., WHOLE PERSON CONCEPT)*
2. STAGES OF GROWTH, DEVELOPMENT, AND MATURATION*
3. POSITIVE AND NEGATIVE HEALTH LIFESTYLES*
4. HIGH RISK LIFESTYLES, DISEASE PREVENTION, AND AIDS EDUCATION*
5. STANDARD FIRST AID AND EMERGENCY SITUATIONS

**MOVEMENT/FITNESS**
1 unit required

.5 unit

BEGINNING FITNESS, TEAM SPORT SKILLS, AND RECREATIONAL AND DANCE ACTIVITIES

.5 unit

INTERMEDIATE FITNESS, TEAM SPORT SKILLS, AND RECREATIONAL AND DANCE ACTIVITIES

### 9-12

**HEALTH EDUCATION**
.5 unit required

FIVE STRANDS
CONSUMER HEALTH

1. LIFE SKILLS (DECISION MAKING, STRESS MGMT., WHOLE PERSON CONCEPT)*
2. STAGES OF GROWTH, DEVELOPMENT, AND MATURATION*
3. POSITIVE AND NEGATIVE HEALTH LIFESTYLES*
4. HIGH RISK LIFESTYLES, DISEASE CONTROL, AND AIDS EDUCATION*
5. STANDARD FIRST AID AND EMERGENCY SITUATIONS

**MOVEMENT/FITNESS**
1.5 units required

.5 unit
PARTICIPATION SKILLS AND TECHNIQUES

.5 unit

FITNESS FOR LIFE

.5 unit

INDIVIDUALIZED LIFETIME ACTIVITIES

.5 unit

ADVANCED INDIVIDUALIZED LIFETIME ACTIVITIES SPECIALIZATION

BASIC CORE

CORE OPTIONS

*FULFILLS STATE LAW REQUIREMENTS

# RESPONSIBLE HEALTHY LIFESTYLES
## HEALTH EDUCATION LEVEL 4

HEA LEVEL 4

SIS COURSE: 7040
SIS CODE: HL

## COURSE DESCRIPTION, (Levels 4-6)

Health education focuses upon the general growth and development characteristics of elementary age students and continues to strengthen and expand the five strands: life skills, growing and developing, positive and negative health practices, community health and disease prevention, and safety and first aid. Each student will be assessed in their knowledge and practice related to these five strands.

NOTE: To comply with state school law, teachers are encouraged to use the teaching resource files for the Alcohol and Drug Prevention Education Program in helping students achieve these standards.

## CORE STANDARDS OF THE COURSE

| | |
|---|---|
| STANDARD 7040-01 | The students will practice healthy life skills through social interaction and coping with pressures. |

## OBJECTIVES

7040-0101. Identify and assess their feelings about their personal strengths and weaknesses.

7040-0102. Recognize that other people have feelings and a need for self-worth.

7040-0103. Explain why relaxation, varied interests, and physical activity are important in becoming a well-adjusted person.

7040-0104. Differentiate between behaviors that contribute to a positive attitude and those that indicate a negative attitude.

7040-0105. Define stress and identify behaviors that may cause conflict or stress and ways of dealing with them.

7040-0106. List and explain the steps to good decision making.

STANDARD
7040-02

The students will increase their understanding of growth and development as they begin to mature.

OBJECTIVES

7040-0201. Describe how the body grows in size and explain why people of the same age are often different in height and weight.

7040-0202. Identify the body systems and briefly describe the general function of each: circulatory, respiratory, digestive, skeletal, muscular, nervous, and glandular.

STANDARD
7040-03

The students will learn additional ways to be responsible for their own health and develop positive habits.

OBJECTIVES

7040-0301. Identify food groups that contain proteins, carbohydrates, and fats and state why each is needed for good health.

7040-0302. Discuss why vitamins and minerals are needed for good health.

7040-0303. Select a balanced lunch with servings from each of the four food groups.

7040-0304. Explain the relationship between exercise, food intake, and weight control.

7040-0305. Develop an understanding of tooth problems, i.e., periodontal diseases, malocclusions, and accidents.

7040-0306. Discuss how daily health practices can affect one's appearance, health, and acceptance by others.

7040-0307. List and discuss messages they have received and perceived about alcohol and tobacco.

7040-0308. Discuss a variety of social, health, and economic problems associated with the use and abuse of alcohol, drugs, and tobacco.

7040-0309. Discuss some of the potential hazards of the misuse of medicines.

7040-0310. Recognize that they often influence one another in health-related decisions and behavior.

STANDARD
7040-04

The students will learn ways to improve the quality of the environment and control diseases.

OBJECTIVES

7040-0401. Discuss services provided by doctors, dentists, nurses, pharmacists, optometrists, psychologists, sanitation inspectors, and other health providers.

7040-0402. Discuss how diseases and illnesses can be spread by people, insects, animals, food, and water.

7040-0403. Explain several ways the body defends itself against disease.

7040-0404. Discuss the importance of medicines, vaccines, and boosters in preventing diseases.

7040-0405. List some steps a community might take to keep their environment free from diseases.

STANDARD
7040-05

The students will identify personal safety practices and explain basic first aid skills.

OBJECTIVES

7040-0501. Describe ways to prevent accidents while playing and participating in sports and games.

7040-0502. List safety rules for the home and school including ways to prevent falls, avoid accidental poisonings, etc.

7040-0503. Demonstrate first aid procedures for animal and insect bites, burns, cuts, scratches, and bleeding.

7040-0504. Describe what to do when a stranger or a person they might know attempts to touch them intimately, fondle, or abuse them.

7040-0505. Describe procedures to follow in case of fire, floods, electrical shock, poisonings, earthquakes, and other emergencies.

| | |
|---|---|
| STANDARD 7040-06 | The students will develop an understanding of diseases and the immune system and how the disease AIDS compares and differs with other diseases. |

OBJECTIVES

7040-0601. Discuss ways that the disease AIDS is similar to other diseases.

7040-0602. Describe how AIDS is difficult to contract and usually does not affect children.

7040-0603. List ways that people cannot contract AIDS.

7040-0604. Explain how the scientific community is working hard to find a cure for AIDS.

7040-0605. Describe strategies for AIDS prevention such as decision making skills and refusal skills in responding to negative pressure from peers.

# RESPONSIBLE HEALTHY LIFESTYLES

## HEALTH EDUCATION LEVEL 5

HEALEVEL5

SIS COURSE: 7050
SIS CODE: HL

## CORE STANDARDS OF THE COURSE

| | |
|---|---|
| STANDARD 7050-01 | The students will add to their healthy life skills, including coping with peer pressures. |

### OBJECTIVES

7050-0101. Demonstrate effective communication skills.

7050-0102. Describe ways that behavior might affect the health of others.

7050-0103. Discuss appropriate ways of sharing feelings of success and disappointment.

7050-0104. Discuss how general economic status, where we live, parents, school, and peers influence one's personality and our perceptions of others.

7050-0105. List techniques that can help them resist anti-personal and anti-social persuasion from peers, adults, or the media.

| | |
|---|---|
| STANDARD 7050-02 | The students will identify patterns and processes of an individual's growth and maturation. |

### OBJECTIVES

7050-0201. Discuss why people grow at different rates and on a personalized time schedule.

7050-0202. Identify and discuss the major sense organs: skin, eyes, nose, ears, mouth.

7050-0203. Identify and discuss the main parts and functions of the circulatory, respiratory, digestive, skeletal, muscular, nervous, and endocrine systems.

STANDARD
7050-03

The students will identify and select positive health practices.

OBJECTIVES

7050-0301. Explain the importance of good nutrition as it affects the systems of the body.

7050-0302. Plan three balanced meals for a day (breakfast, lunch, and dinner).

7050-0303. Identify and discuss several nutritional deficiency diseases.

7050-0304. Explain healthful care of eyes, ears, skin, hair, and nails.

7050-0305. Discuss the interrelationship of health problems, cigarette smoking, drug and alcohol use, and the cost of medical care.

7050-0306. Discuss the positive aspects of good dental hygiene.

STANDARD
7050-04

The students will continue to learn ways to improve the environment and control disease.

OBJECTIVES

7050-0401. Discuss services provided by the local public health agencies and facilities.

7050-0402. Explain the importance of waste disposal landfills, water treatment, and sewage treatment.

7050-0403. Describe several specific health problems resulting from polluted air, polluted water, polluted land, and noise pollution.

7050-0404. List several common childhood communicable diseases and methods of prevention.

7050-0405. Contrast the difference between allergies and diseases and their general treatment.

**STANDARD 7050-05**

The students will identify safety practices and follow general first aid procedures.

OBJECTIVES

7050-0501. List ways to improve the safety of their home.

7050-0502. List and discuss safety practices in activities such as cycling, swimming, skateboarding, and winter sports.

7050-0503. Demonstrate how to use a first aid kit, fire extinguisher, and other safety equipment.

7050-0504. Know the general emergency telephone number, and where to find additional emergency numbers in the telephone book.

7050-0505. Demonstrate basic first aid for cuts, burns, bumps, heat stroke, animal bites, frostbite, poisonings, broken bones, fainting, electrical shock, and choking.

7050-0506. Identify and discuss child abuse and what to do if the situation arises.

**STANDARD 7050-06**

The students will develop an understanding of diseases and the immune system and how the disease AIDS compares and differs with other diseases.

OBJECTIVES

7050-0601. Define viruses, how they transmit disease and list five diseases that are caused by viruses.

7050-0602. Discuss how people infected with a virus can infect others yet have no symptoms.

7050-0603. Develop a definition for the disease AIDS.

7050-0604. Define opportunistic diseases.

7050-0605. Define the terms epidemic and pandemic and explain why AIDS is pandemic.

7050-0606. List the primary modes of transmission of AIDS.

7050-0607. Describe how a small number of health workers have become infected with AIDS.

7050-0608. Describe ways AIDS cannot be transmitted.

7050-0609. Describe strategies for AIDS prevention such as decision making skills and refusal skills in responding to negative pressure from peers.

# RESPONSIBLE HEALTHY LIFESTYLES
## HEALTH EDUCATION LEVEL 6

HEA LEVEL 6

SIS COURSE: 7060
SIS CODE: HL

## CORE STANDARDS OF THE COURSE

| | |
|---|---|
| STANDARD 7060-01 | The students will continue to expand and practice healthy life skills. |

### OBJECTIVES

7060-0101. Chart and discuss the steps of decision making.

7060-0102. Identify and discuss positive ways to cope with strong feelings.

7060-0103. Define physical, mental, and social health and the importance of each.

7060-0104. Discuss the importance of personal interests, aptitudes, and attitudes in setting and reaching personal goals.

7060-0105. Identify sources of stress and distinguish between situations they can and cannot control.

| | |
|---|---|
| STANDARD 7060-02 | The students will explain the growth and maturation processes of beginning adolescence. |

### OBJECTIVES

7060-0201. Identify and discuss the three main parts of the central nervous system; i.e., brain, spinal cord, and nerves.

7060-0202. Draw, label, and discuss the three main parts of the brain; i.e., cerebrum, cerebellum, and brain stem (medula).

7060-0203. List and explain the basic functions of the glands of the endocrine system; i.e., pituitary, thyroid, parathyroid, adrenal, and gonads (ovaries and testes).

7060-0204. Specify physical and emotional changes brought on by each of the five glands above.

7060-0205. Identify and discuss growth and developmental changes which occur upon entry of adolescence (puberty).

7060-0206. Recognize that adolescence results in physical, social, and emotional changes.

7060-0207. Draw, label, and discuss the epidermis, dermis, and fat layer.

7060-0208. Identify the major systems of the body and their functions.

STANDARD
7060-03

The students will analyze health issues and determine positive health choices.

OBJECTIVES

7060-0301. Chart and analyze what they eat for breakfast for one week.

7060-0302. Report on the healthful preparation and cooking methods of food including modern food processing, chemical additives, and pesticides.

7060-0303. Discuss the importance of cleanliness and good grooming.

7060-0304. List and discuss the following general categories of drugs and their effects on the body:

tobacco products
narcotics
alcohol
depressants
hallucinogens
stimulants
marijuana

7060-0305. Analyze advertising and promotion of drugs with special emphasis on alcoholic beverages and tobacco products.

7060-0306. Practice risk-reduction skills dealing with persuasion and pressure from peers, adults, advertising, etc.

7060-0307. Identify and discuss health practices associated with less illness and longer life expectancy.

7060-0308. Recognize dental professionals as a source of help in solving tooth problems.

| | |
|---|---|
| STANDARD<br>7060-04 | The students will recognize community health providers and seek appropriate assistance as needed. |

OBJECTIVES

7060-0401. Explain why it is important to know the symptoms of common diseases, illnesses, and disorders, and what to do about them.

7060-0402. Discuss the value of the Truth in Advertising Law when it comes to common "health" and "health-related" products, such as aspirin, shampoo, cold remedies, allergy medication, acne preparations, etc.

7060-0403. Discuss the importance of carefully reading labels on health and health-related products.

7060-0404. Recognize and discuss special Medical Alert identification for persons with chronic health problems such as epilepsy, diabetes, hemophilia, heart disease, and allergies.

7060-0405. Describe the importance of a thorough physical examination in maintaining health and preventing illness.

7060-0406. Analyze the value of maintaining a health history, including height, weight, immunizations, accidents, and major illnesses.

| | |
|---|---|
| STANDARD<br>7060-05 | The students will identify general safety practices and demonstrate appropriate emergency procedures. |

OBJECTIVES

7060-0501. Develop a personal list of people who might be contacted for help in an emergency.

7060-0502. Describe the information to be give when telephoning for help.

7060-0503. Discuss and demonstrate basic first aid skills.

7060-0504. Discuss what to do for various natural disasters.

7060-0505. Identify and discuss child abuse (physical, emotional, and sexual) and demonstrate how to deal with it.

STANDARD
7060-06

The students will develop an understanding of diseases and the immune system and how the disease AIDS compares and differs with other diseases.

OBJECTIVES

7060-0601. Define viruses, how they transmit disease and list five diseases that are caused by viruses.

7060-0602. Discuss how people infected with a virus can infect others yet have no symptoms.

7060-0603. Develop a definition for the disease AIDS.

7060-0604. Define opportunistic diseases.

7060-0605. Define the terms epidemic and pandemic and explain why AIDS is pandemic.

7060-0606. List the primary modes of transmission of AIDS.

7060-0607. Describe how a small number of health workers have become infected with AIDS.

7060-0608. Describe ways AIDS cannot be transmitted.

7060-0609. Describe strategies for AIDS prevention such as decision making skills and refusal skills in responding to negative pressure from peers.

# MOVEMENT
# AND
# FITNESS

RESPONSIBLE HEALTHY LIFESTYLES

MOVEMENT AND FITNESS LEVEL 4

M&F LEVEL 4

SIS NUMBER: 7540
SIS CODE: HL

## COURSE DESCRIPTION, (Levels 4-6)

The core program in movement and fitness for the intermediate grades focuses on the development of body/space awareness and management, basic sports skills, motor fitness, games and sports, stunts and tumbling, and dance forms. Students will gain knowledge about, understanding of, and appreciation for movement and physical activities.

Education in and through dance should develop students' abilities in each of three roles: participant, observer/listener, and critic. These roles are distinct yet complimentary. When these skills are integrated, they provide the necessary and complete background for informed response to dance.

NOTE: Dance is contained in the Healthy Lifestyles-Movement and Fitness component because it meets the goals and objectives of that component in reference to physical activity: body awareness, motor skills, rhythmic awareness, and physiological development. Dance also meets the goals and objectives of the Fine Arts-Dance component in reference to the development of aesthetic perception, understanding of the creative process, kinesthetic awareness, and critical response.

## CORE STANDARDS OF THE COURSE

| | |
|---|---|
| STANDARD<br>7540-01 | The students will demonstrate, with a partner, body awareness and management as it relates to space, movement, and relationships. |

## OBJECTIVES

| | |
|---|---|
| 7540-0101. | Make a variety of geometric designs such as triangles, lines, circles, etc. at different levels. |
| 7540-0102. | Make symmetrical (in which the two sides look alike), asymmetrical (in which the two sides do not look alike), shapes; e.g., twisted, round, narrow, and wide. |
| 7540-0103. | Pass, throw, kick, or strike a ball while moving in the same direction as their partner, keeping the same distance apart. |

| STANDARD<br>7540-02 | The students will continue to develop health related and motor fitness including strength, agility, balance, flexibility, speed/reaction time, and endurance. |
|---|---|

OBJECTIVES

| | |
|---|---|
| 7540-0201. | Demonstrate strength by (a) performing 25 curl-ups with arms across the chest, hands on shoulders, knees flexed, and feet on the floor; (b) performing 15 push-ups; and (c) performing a standing long jump the distance of their height plus 3 inches. |
| 7540-0202. | Demonstrate agility by (a) jumping a rope turned by self using two or more different arm swings; e.g., forward, backward, criss-cross, and (b) performing the shuttle run from the AAHPERD Youth Fitness Test in 11 seconds. |
| 7540-0203. | Demonstrate balance by (a) assuming a diver's stance (on toes) and balance for 5 seconds with eyes closed, and (b) walking forward and backward on a balance beam while balancing an object on some part of the body. |
| 7540-0204. | Demonstrate flexibility by (a) bending forward and touching toes while sitting on the floor with legs fully extended to the count of five, and (b) grasping the fingers in the middle of the upper back for 5 seconds with one arm over the shoulder and the other behind the back. |
| 7540-0205. | Demonstrate speed/reaction time by running 50 yards in 8 seconds. |
| 7540-0206. | Demonstrate endurance by (a) jogging one mile, and (b) using one of the following: participate in the Governor's Golden Sneaker Physical Fitness Award Program, the AAHPERD Youth Fitness Test, or the Health Related Fitness Test. |

| STANDARD<br>7540-03 | The students will develop the sports skills of catching, striking, and foot dribbling. |
|---|---|

OBJECTIVES

| | |
|---|---|
| 7540-0301. | Throw and catch a basketball, football, and softball. |

7540-0302. Demonstrate striking skills, using the hands as in volleyball, and the feet as in soccer.

7540-0303. Foot dribble a soccer ball 30 feet, changing directions.

7540-0304. Hit a slow-pitch softball.

| STANDARD 7540-04 | The students will observe safety and play by the rules in lead-up games (games of low organization to develop basic skills and to understand the rules). |
|---|---|

OBJECTIVES

7540-0401. Know the rules and strategies in playing a variety of lead-up games.

7540-0402. Play safely in group activities and sports.

| STANDARD 7540-05 | The students will develop basic skills in stunts and tumbling, using simple apparatus. |
|---|---|

OBJECTIVES

7540-0501. Hang, climb, and travel on a bar using various hand grips.

7540-0502. Do a head stand, hand stand, cartwheel, forward and backward roll.

7540-0503. Vault over an object.

7540-0504. Combine two tumbling or stunt activities.

7540-0505. Do a three-point head stand against the wall and hold for 5 seconds.

STANDARD
7540-06

The students will identify, describe, and perform a variety of individual dance forms and participate in group dances. (DANCE: Participant, Observer/Listener, Critic)

OBJECTIVES

7540-0601. Recognize simple musical forms such as ABA, (chorus-verse-chorus) and simple rounds, and create movement using these forms.

7540-0602. While dancing, focus with eyes and body parts on different levels and in different directions; i.e., focusing with eyes, chest, elbow, knee, and back.

7540-0603. Dance simple rhythmic patterns with various kinds of musical accompaniments. Repeat the rhythmic patterns adding compatible movement qualities such as sustained, percussive, swing, collapse, and vibratory.

7540-0604. Design and perform floor and air patterns using straight and curved lines.

7540-0605. Create a movement sequence or dance using exaggeration, distortion, or repetition.

7540-0606. Perform several traditional folk or square dances such as "Horse and Buggy Schottische," "Gustof's Skoal," "Seven Jumps," "Old Dan Tucker," "Oh Johnny," etc.

7540-0607. Analyze another group's dance performance and identify the beginning, middle, and end.

RESPONSIBLE HEALTHY LIFESTYLES
MOVEMENT AND FITNESS LEVEL 5

| M | & | F | | L | E | V | E | L | | 5 | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|

SIS NUMBER: 7550
SIS CODE: HL

## CORE STANDARDS OF THE COURSE

| | |
|---|---|
| STANDARD 7550-01 | The students will demonstrate, in a group, body awareness and management as it relates to time, space, movement, and relationships. |

### OBJECTIVES

7550-0101. Move around a room in a small group. Stop on signal and make various shapes such as narrow, wide, twisted, symmetrical, and asymmetrical.

7550-0102. Pass, throw, catch, kick, or strike a ball while moving in one direction in a small group keeping the same distance from one another.

| | |
|---|---|
| STANDARD 7550-02 | The students will continue to develop health related and motor fitness including strength, agility, balance, flexibility, speed/reaction time, and endurance. |

### OBJECTIVES

7550-0201. Demonstrate strength by (a) performing a flexed arm hang for 16 seconds (girls), performing 3 complete chin-ups with palms facing away (boys), and (b) performing 35 curl-ups with arms crossed on chest and hands on shoulders, knees flexed, and feet on the floor.

7550-0202. Demonstrate agility by (a) jumping a rope turned by self as fast as possible 50 times, and (b) performing the shuttle run from the AAHPERD Youth Fitness Test in 10.6 seconds.

7550-0203. Demonstrate balance by (a) performing a stork stand for 10 seconds on each foot with the eyes closed, and (b) jumping into the air completing one-half turn and landing on their feet maintaining balance.

7550-0204. Demonstrate flexibility by going "through a wand or broomstick" (grapevine).

7550-0205. Demonstrate speed/reaction time by running 50 yards in 8.0 seconds.

7550-0206. Demonstrate endurance by (a) jogging, or running 1 mile in 12 minutes or less and (b) participating in the Governor's Golden Sneaker Physical Fitness Award Program, the AAHPERD Youth Fitness Test, or the Health Related Fitness Test.

**STANDARD 7550-03**

The students will improve the sports skills of throwing, catching, dribbling, striking, shooting, passing, and volleying.

OBJECTIVES

7550-0301. Dribble a basketball forward and backward.

7550-0302. Successfully throw and catch a softball to and from a partner 30 feet away, 8 out of 10 times.

7550-0303. Demonstrate striking skills, using short and long handled instruments such as paddles, bats, and hockey sticks.

7550-0304. Demonstrate ability to shoot a basketball through a hoop several different ways.

7550-0305. Foot dribble a soccer ball 10 times, alternating feet.

7550-0306. Successfully pass a youth football 30 feet to a stationary partner.

7550-0307. Volley a training volleyball against the wall as many times as possible in 30 seconds.

**STANDARD 7550-04**

The students will observe safety and play by the rules in lead-up games (games of low organization to develop basic skills and to understand the rules) for group activities.

OBJECTIVES

7550-0401. Play lead-up games to three different sports.

7550-0402. Play safely in group activities and sports.

7550-0403. Participate in a variety of games with a minimum of adult direction.

**STANDARD 7550-05**

The students will combine skills in stunts and tumbling, involving partners.

OBJECTIVES

7550-0501. Perform three combinations of tumbling stunts.

7550-0502. Do two or more different vaults over an object; e.g., vaulting box, tire.

7550-0503. Create three different stunts or tumbling routines with a partner or group.

7550-0504. Perform a three-point head stand with a spotter.

7550-0505. Perform a hand stand with a spotter.

**STANDARD 7550-06**

The students will expand their skills in dance, analysis, and interpretation through a variety of dance experiences. (DANCE: Participant, Observer/Listener, Critic)

OBJECTIVES

7550-0601. Clap and move to complex rhythm patterns. Perform in place, through space by changing the floor pattern, and through spatial relationships. (Small group activity.)

7550-0602. Experience spatial relationships of meeting, parting, passing, leading, following, and mirroring (through improvisation and choreography).

7550-0603. Using a combination of two or more movements, demonstrate energy changes involving body parts, directions, and levels.

7550-0604. Create and perform a movement phrase or short dance taken from a list of energy words; i.e., hover, slither, slash, press, and perch.

7550-0605. Create a movement sequence or dance by selecting a visual or verbal image and altering (abstracting) it in movement through exaggeration, distortion, or repetition.

7550-0606. Learn two or more dances from Western Hemisphere Cultures and discuss how the environment and/or customs influenced these dances. Examples: "Virginia Reel," "Smoky Mountain Clog," "La Raspa," "Patty Cake Polka," "Indian Dance."

7550-0607. Discuss or show how dance movement differs from everyday movement.

7550-0608. Discuss or show how dance movement differs when you change such things as the setting, costumes, props, ending, sound, tempo, sex, or age of the performer.

## RESPONSIBLE HEALTHY LIFESTYLES
## MOVEMENT AND FITNESS LEVEL 6

M&F LEVEL 6

SIS NUMBER: 7560
SIS CODE: HL

CORE STANDARDS OF THE COURSE

| | |
|---|---|
| STANDARD 7560-01 | The students will show spatial awareness and kinesthetic sense in individual and group activities. |

OBJECTIVES

7560-0101. Jump from a surface 2 or 3 feet above a mat. While in the air, make various shapes such as round, twisted, wide, symmetrical, and asymmetrical, and land with bended knees keeping their balance.

7560-0102. Play an assigned position in games such as softball, soccer, touch football, basketball, volleyball, etc.

| | |
|---|---|
| STANDARD 7560-02 | The students will continue to develop health related and motor fitness including strength, agility, balance, flexibility, speed/reaction time, and endurance. |

OBJECTIVES

7560-0201. Demonstrate strength by (a) climbing up and down the length of a climbing rope (do not slide), and (b) performing a standing long jump the distance of their height plus 3 inches.

7560-0202. Demonstrate agility by (a) completing a challenge/obstacle course, and (b) jumping a rope, turned by self, 50 times using the crossover arm swing.

7560-0203. Demonstrate balance by jumping into the air completing a full turn, and landing on their feet maintaining balance.

7560-0204. Demonstrate flexibility by performing a straddle leg toe touch in a sitting position using both hands to touch the toes.

7560-0205. Demonstrate speed/reaction time by running 50 yards in 7.8 seconds.

7560-0206. Demonstrate endurance by (a) jogging or running 1 mile in 9 minutes, and (b) participating in the Governor's Golden Sneaker Physical Fitness Award Program, the AAHPERD Physical Fitness Award Program, or the Health Related Fitness Test.

STANDARD
7560-03

The students will expand sports skills of passing, catching, dribbling, shooting, kicking, striking, and volleying.

## OBJECTIVES

7560-0301. Pass and catch a basketball, to and from a partner 25 feet away, 8 out of 10 times.

7560-0302. Dribble a basketball, 25 feet forward, backward, and sideward, using the right hand and the left hand.

7560-0303. Perform a running kick of a soccer ball 45 feet or more.

7560-0304. Volley a training volleyball with a partner back and forth over the net 7 out of 10 times, using the correct form.

7560-0305. Serve a training volleyball so that it is playable 6 out of 10 times.

7560-0306. Hit a slow-pitch softball beyond the infield.

7560-0307. Pass a youth football 30 feet to a moving partner.

7560-0308. Shoot a lay-up, foul, jump, and set shot through a basketball hoop.

STANDARD
7560-04

The students will observe safety and play by the rules in lead-up games (games of low organization to develop basic skills and to understand the rules) to traditional team sports.

OBJECTIVES

7560-0401. Play in lead-up games to the following traditional sports: volleyball, softball, football, basketball, and soccer.

7560-0402. Play safely in group activities and sports.

7560-0403. Participate in a variety of games with a minimum of adult direction.

STANDARD
7560-05

The students will expand skills in stunts and tumbling involving combinations and music.

OBJECTIVES

7560-0501. Invent a variety of jumps off a riser, bench, jumping board, inner tube, etc., including jumping into or through a hula hoop.

7560-0502. Catch and throw a ball or other object, while in the air, after jumping from a riser, bench, jump board, or inner tube.

7560-0503. Create and perform to music a tumbling or stunt routine involving at least 4 combinations.

STANDARD
7560-06

The students will expand their skills in dance, analysis, and interpretation through a variety of dance experiences. (DANCE: Participant, Observer/Listener, Critic)

OBJECTIVES

7560-0601. Clap and move in syncopation and to other complex rhythmic patterns. (Syncopation means an accent in an unexpected place, such as accenting the second beat of a 4/4 meter instead of the first beat.)

7560-0602. Create, in a small group, a diagram for movement on the floor using curved, straight, and zigzag paths and then perform it as a group.

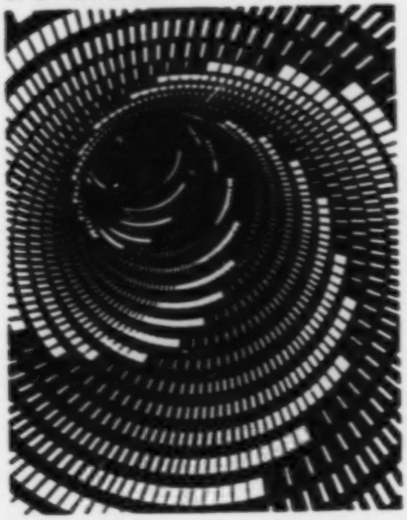
7560-0603. Improvise to a variety of musical selections a range of movement qualities; i.e., sustained, percussive, swing, collapse, and vibratory.

7560-0604. Learn two or more dances from different cultures and discuss how the environment and/or customs influenced these dances. Examples: "Galopede" (English); "Hora" (Israel); "Tinikling" (Philippines); "Polka" (Czechoslovakia); "Jig" (Irish).

7560-0605. Create a movement sequence or dance by selecting a visual or verbal image and abstracting it into a dance adding accompaniment, costumes, or props.

7560-0606. Discuss the use of costumes, accompaniment, props, lighting, and scenery and the degree to which they contribute to a dance the student has viewed.

# Science



# SCIENCE

The need to impart to all students some familiarity with modern science has come to assume major importance beyond the traditional education. Even if their future goals and occupations should be far removed from scientific fields, all of today's students will have to live in a world increasingly dominated by the rapid proliferation of its technological consequences. Furthermore, they will often be called upon to make decisions involving scientific considerations which could significantly affect the quality of life in our society.

Science should help students to live meaningfully and responsibly in a changing world, to perceive that there is order in the universe--that cause and effect relationships are present everywhere, to learn to search for answers and to question the accuracy and validity of those answers, to understand the importance of living their lives in harmony with all of nature's other creatures, and to relate the concepts of science to the practical application in future employment choices and careers.

The science core may be taught in a variety of ways and the scope and sequence within a level or course is not "sacred." The approach has been to give students instruction in the life, earth-space, and physical sciences in a spiral format in grades K-6; in grades 7-8 these areas are covered in semester courses; and in grades 9-12 the requirement is for one biological science course and one physical science course from a selected group of core options.

Critical to the science instruction given Utah students is the need to involve active science inquiry. The processes of science--observing, classifying, inferring, predicting, measuring, communicating, using space/time relations, defining operationally, formulating hypotheses, experimenting, recognizing variables, interpreting data, formulating models--are as essential to student learning as the content and concepts. The laboratory and outdoor classroom are excellent settings for instructing these process skills.

To teach science effectively, it must be taught safely. Instruction and practice in safe handling of materials and equipment is a paramount responsibility of the science teacher. Safety is preventing an accident which might result in injury, not merely dealing with the accident after it has occurred.

The science core focuses on the "what" not the "how" or "when." Teachers should note that the core does not constitute the whole content of any grade level or course and represents a minimal requirement. The teacher develops the sequence for instruction and determines methodology, subject matter, resources, references, projects and media for students.

# SCIENCE COURSE CHART

| | CORE OPTIONS | SIS CODE: |
|---|---|---|
| **9-12** | A.P. PHYSICS | SP |
| | A.P. CHEMISTRY | SP |
| | PRINCIPLES OF TECHNOLOGY I | SP |
| | PHYSICS | SP |
| | CHEMISTRY | SP |
| | PHYSICAL-EARTH SCIENCE | SP |
| *2 UNITS REQUIRED (1 IN BIOLOGICAL AND 1 IN PHYSICAL SCIENCE) FROM THESE CORE OPTIONS | A.P. BIOLOGY | SB |
| | HUMAN BIOLOGY | SB |
| | **PLANT & SOIL SCIENCE & TECH. | SB |
| | **ANIMAL SCIENCE & TECHNOLOGY | SB |
| | BIOLOGY | SB |
| | BIOLOGICAL-EARTH SCIENCE | SB |
| **7-8** THESE 1.5 UNITS REQUIRED IN THE 7-8 BASIC CORE | PHYSICAL SCIENCE - 1 SEMESTER | SC |
| | EARTH-SPACE - 1 SEMESTER | SC |
| | LIFE SCIENCE - 1 SEMESTER | SC |

BASIC CORE

| | | |
|---|---|---|
| **K-6** MASTERY OF THE 4-6 BASIC CORE REQUIRED | 4 - 6 | SI |
| | K - 3 | SI |

*In the event that a student's SEP indicates the intent to specialize in an area of science in which training in both areas -- biological and physical -- would not be essential, the district may approve on an individual basis, two biological or two physical science courses to fulfill the high school science core requirements.

**Successful completion of BOTH "Animal Science and Technology" and "Plant and Soil Science and Technology" is required to satisfy the core requirement in biological science. Two units of credit will be granted, one in biological science and one in vocational education.

# SCIENCE LEVEL 4

SCI LEVEL 4

SIS NUMBER: 3040
SIS CODE: SI

## COURSE DESCRIPTION, (Levels 4-6)

In the core program in Levels 4-6, the students draw learning experiences each year equally from the areas of living things, matter and energy, and earth and the universe. Students become increasingly familiar with plants and animals, weather phenomena, satellites, household chemicals, changes in the earth's surface, the sun and the planets, forces, forms of energy, properties of matter, and other observable phenomena as they progress through these levels. The students' learning activities in each of the levels are centered around concrete (hands-on) experiences with real objects and events. By the end of Level 6, most of the students will combine the basic process skills to perform the intergrated process skills of controlling variables, interpreting data, defining operationally, formulating hypotheses and models, and experimenting.

## CORE STANDARDS OF THE COURSE

| | |
|---|---|
| STANDARD 3040-01 | The students will identify characteristics of major groups of animals and classify them in different ways. |

## OBJECTIVES

3040-0101. Classify animals as those with backbones (mammals, birds, fish, amphibians, reptiles) and those without backbones (insects, worms, shellfish).

3040-0102. Identify warm- and cold-blooded animals.

3040-0103. Classify carnivores, herbivores, and omnivores and recognize the characteristics each group has for getting food; e.g., form of teeth, mouth parts, feet.

**STANDARD**
**3040-02**

The students will identify several ecosystems and their components, describe plant and animal interactions in those ecosystems, and summarize some conservation practices.

## OBJECTIVES

3040-0201. Identify an ecosystem; e.g., grassland, forest, marshland.

3040-0202. Describe the relationship among the organisms in a simple food chain, and discuss the interdependence of plants and animals.

3040-0203. Infer how plants and animals in an ecosystem interact with each other.

3040-0204. Identify factors in the natural environment that can limit or change plant/animal populations.

3040-0205. Discuss some plant and animal conservation practices.

**STANDARD**
**3040-03**

The students will produce different sounds, demonstrate what causes sound, how it travels, and identify problems created by noise.

## OBJECTIVES

3040-0301. Create sounds using different objects.

3040-0302. Demonstrate that sound travels through solids, liquids, and gases.

3040-0303. Explain that sound travels in waves that spread out in all directions.

3040-0304. Discuss some problems sound creates in our environment and determine some ways to prevent them.

## STANDARD
## 3040-04

The students will construct a simple circuit, identify conductors and insulators, and discuss how electricity is transmitted and used safely.

### OBJECTIVES

3040-0401. Using a dry cell (battery), wires, and a bulb, construct a simple circuit, causing the bulb to light.

3040-0402. Describe characteristics of a simple circuit. What happens when a circuit is closed and what happens when a circuit is open?

3040-0403. Determine by experimentation several items that are conductors and several that are insulators.

3040-0404. Distinguish between static electricity and current electricity.

3040-0405. Describe where electricity for our community comes from and how it gets to our homes.

3040-0406. Outline safe practices for the use of current electricity in and around the home.

## STANDARD
## 3040-05

The students will identify and group samples of the three classes of rocks, tell how each is formed, and perform tests to determine properties of rocks.

### OBJECTIVES

3040-0501. Classify rock samples into three groups: igneous, sedimentary, or metamorphic.

3040-0502. Describe how rocks in each of the three groups were formed.

3040-0503. Determine the relative hardness of several rocks by performing a scratch test using a fingernail, a penny, a piece of broken glass, etc.

3040-0504. Identify rocks containing limestone; e.g., place a drop or two of vinegar on the rock; those that "fizz" contain limestone.

**STANDARD**
**3040-06**

The students will determine the composition of soil, identify properties of soil, and discuss the importance of soil conservation.

OBJECTIVES

3040-0601. Describe what materials form soils; e.g., finely ground rock and humus.

3040-0602. Experiment to determine which kind of soil retains the most water, loam, clay, or sand.

3040-0603. Investigate factors that increase soil productivity.

3040-0604. Observe and record the differences between topsoil and subsoil.

3040-0605. Determine causes of soil erosion.

3040-0606. Describe methods of soil conservation.

**STANDARD**
**3040-07**

The students will identify basic cloud formations, describe how precipitation is formed, record daily weather conditions, and discuss the role of satellites in predicting weather.

OBJECTIVES

3040-0701. Identify basic cloud types: cirrus, cumulus, and stratus.

3040-0702. Describe how precipitation is formed in the water cycle.

3040-0703. Observe, measure, and record daily weather conditions on a graph. Do this for temperature, pressure, wind direction, and amount of precipitation.

3040-0704. Explain how information from satellites is used to predict weather.

| STANDARD<br>3040-08 | The students will identify the basic components of the solar system; describe their relative sizes, positions, and movement patterns. |
|---|---|

OBJECTIVES

3040-0801. Identify the relative sizes and the positions of the sun, planets, and moons. (Students should not be required to learn diameter, distance, and other specifics.)

3040-0802. Summarize the differences between stars and planets.

3040-0803. Describe some of the characteristics of the earth that are related to its position in the solar system; e.g., magnetic force, length of year, temperature.

3040-0804. Compare the earth's characteristics; e.g., length of year, temperature with those of the planets Mercury and Jupiter.

3040-0805. Explain that the objects in our solar system are in motion, that they rotate on their own axis, and that they revolve around the sun.

3040-0806. Define natural and man-made satellites and discuss their role in space exploration.

# SCIENCE LEVEL 5

SCI LEVEL 5

SIS NUMBER: 3050
SIS CODE: SI

## CORE STANDARDS OF THE COURSE

STANDARD
3050-01

The students will identify and describe structural (anatomical) and behavioral adaptations in animals, propose reasons for the extinction of animal species, and summarize animal conservation practices.

### OBJECTIVES

3050-0101. Identify examples of structural adaptations in animals (the beak and talons of an eagle, the trunk of an elephant, the teeth of a shark, the neck of a giraffe).

3050-0102. Describe some behavioral adaptations of animals (fawns remaining motionless when danger is near, a mother bear protecting her cubs, etc.).

3050-0103. Distinguish between hibernation and migration and cite examples of animals that do each.

3050-0104. Examine the role of environmental changes in the appearance and extinction of animals.

3050-0105. Discuss some of the current animal conservation practices and their value.

STANDARD
3050-02

The students will describe the major characteristics of plant parts, explain how plants can be reproduced, and describe structural adaptations exhibited by some plants.

### OBJECTIVES

3050-0201. Describe the relationship between flowers and seeds.

3050-0202. Distinguish between pollination and fertilization.

3050-0203. Identify the characteristics of a fruit and list several examples.

3050-0204. Demonstrate that some plants can be started from leaf and stem cuttings.

3050-0205. Explain the structural adaptations of cacti, water lilies, Venus flytrap, or other plants which help them to survive in their particular environments.

STANDARD
3050-03

The students will give examples of the different states and forms of energy, identify different energy transformations, and discuss renewable and non-renewable energy resources.

OBJECTIVES

3050-0301. Distinguish between the two energy states--kinetic and potential.

3050-0302. Identify several sources of energy; e.g., hydropower, nuclear, geothermal, fossil.

3050-0303. Identify different forms of energy; e.g., heat, light, electrical, mechanical, chemical, nuclear.

3050-0304. Describe examples of energy being transformed from one form to another.

3050-0305. Trace the energy stored in foods, fuels, wind, and water power back to the sun.

STANDARD
3050-04

The students will summarize the characteristics of magnets, demonstrate the relationship between electricity and magnetism, and construct an electromagnet.

OBJECTIVES

3050-0401. Review the characteristics of magnets.

3050-0402. Demonstrate that an electric current flowing along a wire has a magnetic field around it.

3050-0403. Distinguish between a permanent magnet and an electromagnet.

3050-0404. Construct an electromagnet.

3050-0405. Discuss how electromagnets are used.

3050-0406. Describe the function and properties of a magnetic compass.

STANDARD
3050-05

The students will identify atoms, elements, compounds and mixtures; infer that all solids, liquids, and gases are made up of atoms and molecules and that each atom and molecule is different from every other atom and molecule.

OBJECTIVES

3050-0501. Show the location of a proton, neutron, and electron in an atom model.

3050-0502. Describe the relationship between an atom, element, compound, and mixture.

3050-0503. Infer that the smallest particles of an element (copper or iron, for example) which still has the properties of that element is an atom.

3050-0504. Infer that the smallest particle of a compound (sugar or salt for example) which still has the properties of that compound is a molecule.

3050-0505. Explain that the state of matter (solid, liquid, or gas) is dependent upon the distance between molecules.

STANDARD
3050-06

The students will identify and compare the basic characteristics of light and describe images formed by different mirrors and lenses.

OBJECTIVES

3050-0601. Classify materials into one of three groups: opaque, transparent, or translucent.

3050-0602. Demonstrate differences between reflected and absorbed light.

3050-0603. Use a concave and a convex lens to demonstrate how light is refracted (bent) as it passes through each lens.

3050-0604. Use a prism, or other means, to demonstrate that white light is a mixture of all colors, and determine the order of colors in a spectrum or rainbow.

3050-0605. Explain the use of mirrors and lenses in instruments such as eyeglasses, cameras, telescopes, and flashlights.

3050-0606. Use a lens to focus an object on a flat surface; interrupt the direction of focus with a mirror.

STANDARD
3050-07

The students will demonstrate the movements of the earth, sun, and moon; describe how these movements cause night and day, changes in the seasons, different phases of the moon, and eclipses; and show how they are used to measure time.

OBJECTIVES

3050-0701. Define the terms rotate, revolve, and orbit.

3050-0702. Demonstrate what motion of the earth causes night and day.

3050-0703. Describe how the length of the year on the earth is determined.

3050-0704. Describe how change in the position of the earth's orbit and tilt of the axis produces the four seasons.

3050-0705. Explain what causes the moon to appear in different phases (shapes) each month. (Could be illustrated with a model.)

3050-0706. Identify factors creating solar and lunar eclipses.

STANDARD
3050-08

The students will identify natural resources and discuss conservation and pollution of these resources.

OBJECTIVES

3050-0801. Describe the uses and conservation of renewable and nonrenewable resources.

3050-0802. Describe causes and effects of air, water, and land pollution.

3050-0803. Explain methods for controlling air, water, and land pollution.

## SCIENCE LEVEL 6

SCI LEVEL 6

SIS NUMBER: 3060
SIS CODE: SI

### CORE STANDARDS OF THE COURSE

| | |
|---|---|
| STANDARD 3060-01 | The students will describe one-celled organisms; compare bacteria, viruses, and protozoans; and discuss ways some diseases are spread. |

#### OBJECTIVES

| | |
|---|---|
| 3060-0101. | Draw and label one-celled organisms: algae, yeast, protozoans. |
| 3060-0102. | Describe how algae is important to a basic food chain. |
| 3060-0103. | Identify the protozoans: amoeba and paramecia. |
| 3060-0104. | Identify uses of bacteria. |
| 3060-0105. | Differentiate among bacteria, viruses, and protozoans. |
| 3060-0106. | Examine ways in which some diseases are spread. |

| | |
|---|---|
| STANDARD 3060-02 | The students will identify and classify some common plants, summarize the function of plant parts in food making, and describe photosynthesis. |

#### OBJECTIVES

| | |
|---|---|
| 3060-0201. | Classify plants according to variations in a single characteristic; e.g., simple or compound leaf, smooth or rough bark, root systems. |
| 3060-0202. | Describe the function of leaves, roots, and stems in the process of food making by green plants. |
| 3060-0203. | Discuss the materials and conditions that are essential for photosynthesis. |

STANDARD
3060-03

The students will classify the groups of arthropods, describe metamorphosis, and explain the proliferation of insects.

OBJECTIVES

| | |
|---|---|
| 3060-0301. | Describe the characteristics of arthropods. |
| 3060-0302. | Classify the major groups of arthropods--insects, crustaceans, arachnids, millipedes, and centipedes; e.g., number of leg pairs, body segments, wings. |
| 3060-0303. | Compare complete and incomplete metamorphosis. |
| 3060-0304. | Explain the proliferation of insects; e.g., reproductive rate, adaptability. |

STANDARD
3060-04

The students will measure temperatures, infer a relationship between heat and the state of matter, demonstrate how heat travels, and distinguish between heat conductors and insulators.

OBJECTIVES

| | |
|---|---|
| 3060-0401. | Read accurately thermometers calibrated in either the Fahrenheit or Celsius scale. |
| 3060-0402. | Explain how gases may be changed to liquids and liquids changed to solids in relationship to heat. |
| 3060-0403. | Differentiate between heat conductors and insulators and their functions. |
| 3060-0404. | Compare conduction, convection, and radiation. |
| 3060-0405. | Devise an investigation to show that some things are better conductors of heat than others. |
| 3060-0406. | Show that heat travels through liquids and gases by convection currents. |
| 3060-0407. | Infer how heat travels from the sun to the earth. |

STANDARD
3060-05

The students will measure factors that influence the weather and describe why these factors change, propose reasons for the movement of air masses, and forecast the weather.

OBJECTIVES

3060-0501. Use a barometer to measure air pressure.

3060-0502. Explain what causes air pressure and why air pressure changes.

3060-0503. Suggest possible reasons for the uneven heating of the earth's surface.

3060-0504. Identify factors that cause air masses to move.

3060-0505. Discuss the formation and movements of fronts.

3060-0506. Measure humidity.

3060-0507. Determine wind speed.

3060-0508. Describe the conditions that lead to the formation of dew or frost.

3060-0509. Make weather forecasts for several days using barometric pressure readings, wind speed and direction, temperature, and cloud formations.

STANDARD
3060-06

The students will compare the operational principles of jets, rockets, and satellites; identify uses of of man-made satellites; and describe conditions that astronauts encounter in space.

OBJECTIVES

3060-0601. Distinguish between a jet engine and a rocket engine.

3060-0602. Cite examples of the "action-reaction" principles in everyday events.

3060-0603. Explain what keeps a satellite in orbit.

3060-0604. Review the difference between natural and man-made satellites.

3060-0605. Discuss some conditions under which astronauts must work and some of the safety devices that are used to protect them.

3060-0606. State several reasons why astronauts must wear space suits when they are outside of the space capsule.

| | |
|---|---|
| STANDARD<br>3060-07 | The students will identify and describe the layers of the earth, geological eras, agents of change, and the formation and characteristics of fossils. |

OBJECTIVES

3060-0701. Identify the crust, mantle, and core of the earth.

3060-0702. Identify and describe the geological eras: Precambrian, Paleozoic, Mesozoic, and Cenozoic.

3060-0703. Review agents that change the earth; e.g., volcanoes, earthquakes, glaciers, erosion, weathering.

3060-0704. Infer changes that may have produced fossils.

3060-0705. Classify types of fossils; e.g., mold, cast.

3060-0706. Investigate the sequence of life that fossils reveal.

3060-0707. Investigate methods for dating fossils.

| | |
|---|---|
| STANDARD<br>3060-08 | The students will show the relationships between rocks and minerals; classify and list uses of minerals. |

OBJECTIVES

3060-0801. Demonstrate that rocks are made up of minerals.

3060-0802. Classify the minerals in a variety of rocks on the basis of color, luster, and crystalline shape.

3060-0803. List several ways that minerals are used.

# Social Studies

# SOCIAL STUDIES

People are social beings who need wholesome human relationships and productive problem solving skills. Social studies helps to fulfill these needs and is the major area in the school's general education program which is concerned with the preparation of students in becoming responsible, rational, participating citizens in a pluralistic, democratic society and in a world which is becoming increasingly interdependent.

Citizenship/character education is a particular focus of social studies and is also a subject which fosters an interdisciplinary approach in the curriculum. Development of the means whereby the essential processes, values, and capabilities undergirding our society can be perpetuated and improved is one of the major reasons for the existence of schools.

To the social sciences (history, geography, sociology, psychology, anthropology, economics, and political science) new fields of study have been added which include studies in law-related, values, career, international, multi-cultural, and free enterprise education. All of these subjects are integrated at each level/course in the core curriculum.

A primary goal for all students and teachers is increasing their ability to be more productive, which contributes to acquiring and maintaining a higher standard of living.

The social studies core curriculum at each level/course begins with the identification of higher level thinking standards and objectives, i.e., listening, speaking, reading, writing, thinking, and citizenship/character skills, which can be incorporated in teaching strategies with all other standards and objectives.

One of the most commonly accepted principles of learning that has been incorporated in the social studies core curriculum is the importance of integration--of emphasizing the understanding of concepts and processes over the mere acquisition of isolated facts.

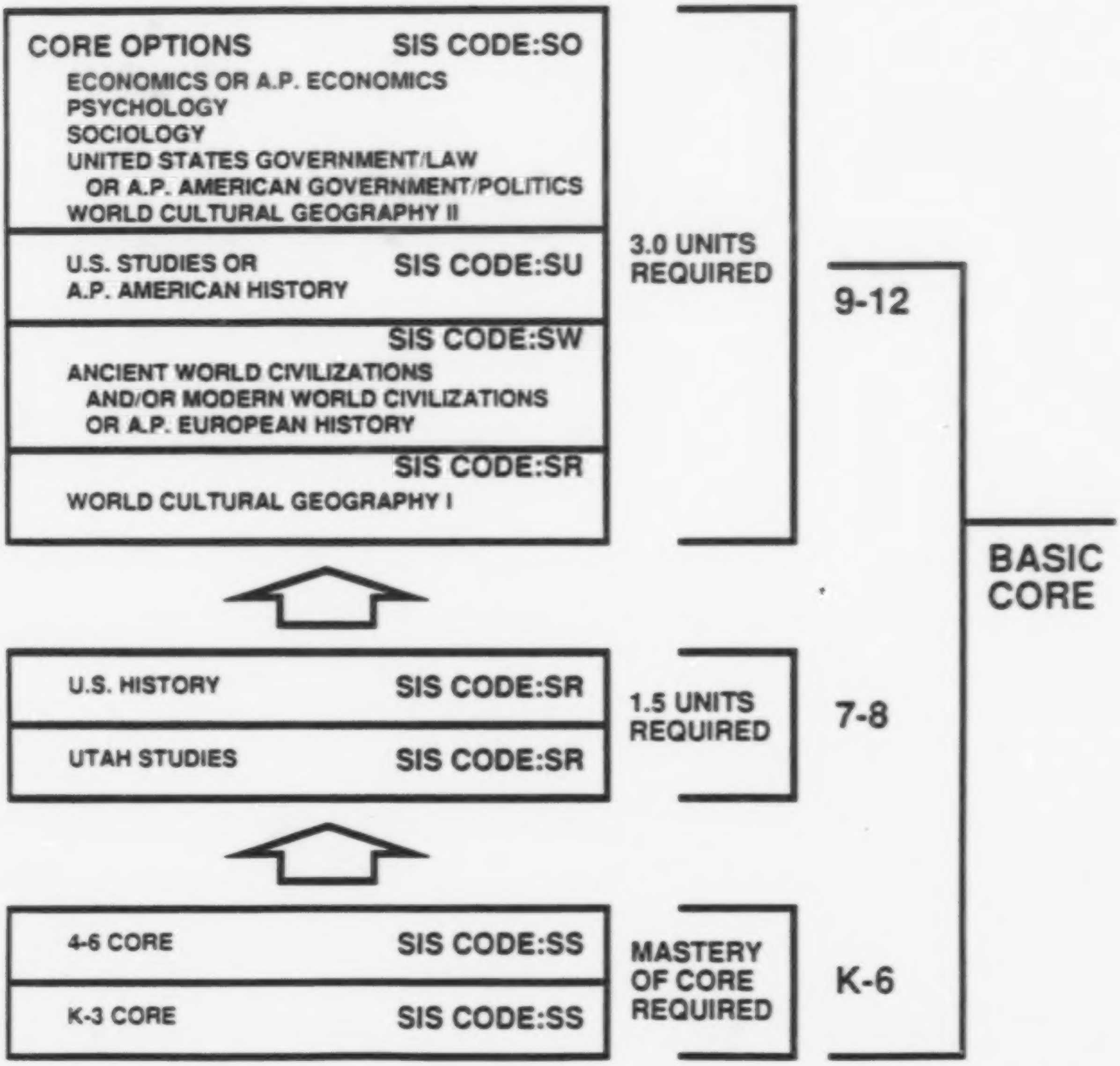
Stressing the mastery of integrated knowledge helps students to move from what is known to an understanding of the unknown, to see relationships and patterns and begin to make generalizations, to understand the inter-relatedness of the subject and skills areas, and to succeed in learning. An integrated curriculum helps students learn how to learn.

In conclusion, the social studies core curriculum at all levels emphasizes:

1. Higher level thinking and process skills.
2. Citizenship/character practices and principles.
3. Basic American values.
4. Economic literacy.
5. American Democratic governance.
6. Global awareness and geographic skills.

NOTE: Numbers in parenthesis following objectives in the core curriculum refer to resource file activities.

# SOCIAL STUDIES COURSE CHART


CORE OPTIONS
SIS CODE:SO
ECONOMICS OR A.P. ECONOMICS
PSYCHOLOGY
SOCIOLOGY
UNITED STATES GOVERNMENT/LAW
OR A.P. AMERICAN GOVERNMENT/POLITICS
WORLD CULTURAL GEOGRAPHY II
U.S. STUDIES OR
A.P. AMERICAN HISTORY
SIS CODE:SU
SIS CODE:SW
ANCIENT WORLD CIVILIZATIONS
AND/OR MODERN WORLD CIVILIZATIONS
OR A.P. EUROPEAN HISTORY
SIS CODE:SR
WORLD CULTURAL GEOGRAPHY I
3.0 UNITS
REQUIRED
9-12
U.S. HISTORY
SIS CODE:SR
UTAH STUDIES
SIS CODE:SR
1.5 UNITS
REQUIRED
7-8
BASIC
CORE
4-6 CORE
SIS CODE:SS
K-3 CORE
SIS CODE:SS
MASTERY
OF CORE
REQUIRED
K-6

## SOCIAL STUDIES LEVEL 4

SS LEVEL 4

SIS NUMBER: 6040
SIS CODE: SS

### COURSE DESCRIPTION, (Levels 4-6)

The students will be introduced to a study of people and their ability to use past experiences to improve their way of life on a state, national, and international level. Emphasis at these levels will be to expand listening, speaking, reading, writing, and citizenship/character skills to a higher level of proficiency. Historical, geographical, political, and economic concepts will comprise the core.

### CORE STANDARDS OF THE CORE

| | |
|---|---|
| STANDARD 6040-01 | The students will utilize a variety of speaking, listening, writing, reading, and citizenship/character skills in completing social studies activities. |

### OBJECTIVES

6040-0101. Use researching, interviewing, and charting techniques to demonstrate mastery of concepts learned.

6040-0102. Formulate a plan to solve a problem and determine appropriate actions.

6040-0103. Use indexes, glossaries, and newspapers to find additional information about a social studies topic.

6040-0104. Verbalize citizens, rights, and responsibilities in the state of Utah.

| | |
|---|---|
| STANDARD 6040-02 | The students will explain how the historical and cultural development of Utah is different from that of other states. |

### OBJECTIVES

6040-0201. Discuss the cultural contributions made to Utah's history by the following groups of people: (304-501)

a. Native Americans
b. Explorers
c. Traders and trappers
d. Mormons and other religious groups
e. Ethnic groups
f. Women
g. Others

6040-0202. List and compare different cultural traditions and values of people in Utah and around the world. (304-203)

STANDARD 6040-03

The students will explain how the geographical features of places within Utah, and other areas of the world, vary and contribute to their distinctiveness.

OBJECTIVES

6040-0301. Describe the land areas of Utah (Basin and Range Province, Colorado Plateau, and Rocky Mountains) and the physical features of the desert, mountains, lakes, and rivers; and compare them to other regions of the world. (304-401)

6040-0302. Describe the industries in Utah (transportation, communication, mining, manufacturing, construction, agriculture, technology, and governmental industry); and compare them to other industries throughout the world. (304-402)

6040-0303. Locate on a map of Utah its major scenic attractions. (304-403)

6040-0304. Use parallels and meridians, latitude, and longitude to determine direction and location. (304-801)

6040-0305. Use various maps, such as the Utah highway map and atlas maps, to locate scenic attractions, counties, and major physical features. (304-802)

6040-0306. Use a highway map legend to determine mileage between two points. (304-805)

6040-0307. Use two different types of maps to identify topography, climate, and land use. (304-809)

6040-0308. Identify different types of boundary lines such as city, county, state, national, and international. (304-810)

STANDARD 6040-04

The students will describe how the free enterprise economic system affects the decision-making process.

OBJECTIVES

6040-0401. Define: free enterprise system, production, consumption, work incentive, and work ethic.

6040-0402. Define the free enterprise system as one in which individuals in their varying capacities as consumers, producers, register their freely made decisions; i.e., scarcity, opportunity cost, supply, and demand. (304-606)

6040-0403. Identify the role that profit and loss play in making production decisions. (305-601)

6040-0404. Explain how the interaction of supply and demand determines the price of a product. (305-605)

6040-0405. Explain the relationship between wages, productivity, and price.

STANDARD 6040-05

The students will explain how the government operates in Utah and compare it to other forms of government around the world.

OBJECTIVES

6040-0501. Discuss how laws are made in the state of Utah. (304-702)

6040-0502. Examine local and state forms of government in Utah and compare them to others around the world.

6040-0503. List the duties of various elected state and local officials.

6040-0504. Study the constitution of Utah.

# SOCIAL STUDIES LEVEL 5

SS LEVEL 5

SIS NUMBER: 6050
SIS CODE: SS

## CORE STANDARDS OF THE COURSE

| STANDARD 6050-01 | The students will utilize a variety of speaking, listening, writing, reading, and citizenship/character skills in completing social studies activities. |
|---|---|

### OBJECTIVES

6050-0101. Write a conclusion about an historical event in order to formulate an idea for present and future events.

6050-0102. Read and analyze simple charts or graphs used in social studies.

6050-0103. Create individually, or in a group, one or more of the following: newspapers, posters, poetry, bumper stickers, interviews, surveys, bulletin boards, stories, letter writing, diaries, dialogues, or songs.

6050-0104. Interpret news items from a variety of sources.

6050-0105. Evaluate with other class members right and wrong actions, according to universal standards, as being morally acceptable or unacceptable.

| STANDARD 6050-02 | The students will analyze how the historical past of the Western Hemisphere influences the present. |
|---|---|

### OBJECTIVES

6050-0201. Outline the major historical events, people, wars, and documents that played a significant role in United States history from 1492 to the present. (305-501, 2, 3, 4, 5, 7, 8)

6050-0202. Analyze the effects that the United States Constitution and Declaration of Independence have on the lives of students. (305-506)

6050-0203. Briefly describe the historical background and cultural contributions of the peoples of:

a. Canada
b. Central America
c. South America (305-509, 510, 511, 512)

6050-0204. Compare the interdependence of the various cultures of the Western Hemisphere. (305-203, 4)

STANDARD
6050-03

Explain that the geographical features of places within the Western Hemisphere vary and contribute to their distinctiveness.

OBJECTIVES

6050-0301. Compare the following regions of the United States with similar regions in the Western Hemisphere: forest, desert, farming, ocean, manufacturing, trading, and political. (305-401)

6050-0302. Discuss the advantages and disadvantages of the geographical location and natural features of Mexico, Central America, the West Indies, South America, and North America. (305-402)

6050-0303. Identify on maps, the major land forms, elevations, physical regions, major rivers, and mountain chains of the Western Hemisphere. (305-802)

6050-0304. Use maps to explain the geographic setting of historical and current events. (305-814)

6050-0305. Identify the states and capitols on a map of the United States. (308-402)

6050-0306. Locate on a map the countries and major cities in the Western Hemisphere. (305-806)

STANDARD
6050-04.

The students will explain how history is effected by patterns of buying and selling which relate to economic choices and ultimately to available resources.

OBJECTIVES

6050-0401. Define: exchange system, prosperity, capitalism, asset, free enterprise, debt, interest, employer, employee, work ethic.

6050-0402. Demonstrate that money is a means of exchange (stored value).

6050-0403. Explain how changes in the cost or availability of resources can change the supply and market price of a product. (305-601)

6050-0404. Explain how changes in incomes and people's tastes can influence the demand and market price of a product. (305-603)

6050-0405. Demonstrate how competition, increased productivity, and technology among producers tends to increase the quality of products and lowers the price to consumers. (305-602)

6050-0406. Explain that consumers and producers have rights and responsibilities in the market place. (304-602, 4)

6050-0407. Explain the responsibility of employer-employee in the work ethic and free enterprise system. (303-603)

STANDARD
6050-05.

The students will analyze the basic functions of government at the national level.

OBJECTIVES

6050-0501. Explain the scope and limits of freedom in a democratic society. (305-604)

6050-0502. Describe how our representative form of government gives authority to elected and appointed leaders to make decisions and how the citizen can be involved in this process. (305-703)

6050-0503. Identify major values in the Declaration of Independence, Constitution, and Bill of Rights.

6050-0504. Discuss the function of our court system.

## SOCIAL STUDIES LEVEL 6

SS LEVEL 6

SIS NUMBER: 6060
SIS CODE: SS

### CORE STANDARDS OF THE COURSE

| | |
|---|---|
| STANDARD 6060-01. | The students will utilize a variety of speaking, listening, writing, reading, and citizenship/character skills in completing social studies activities. |

### OBJECTIVES

6060-0101. Distinguish between personal opinions, values, and factual information.

6060-0102. Explain why individual decisions may or may not be accepted by others.

6060-0103. List possible outcomes and alternative solutions to a given problem.

6060-0104. Read two opposing viewpoints on different topics and identify similarities and differences.

6060-0105. Rephrase information taken from reference materials.

6060-0106. Identify and use a variety of resource materials to complete a research project.

6060-0107. Cite common historical or cultural themes developed in pieces of literature. Examples could be:

Roman Empire - Roman Mythology
Ancient Greece - Greek Mythology
Europe - Shakespeare
 - Diary of Anne Frank
India - Kipling

| | |
|---|---|
| STANDARD 6060-02. | The students will analyze how the historical past of the Eastern Hemisphere influences the present. |

### OBJECTIVES

6060-0201. Identify the ancient "cradles of civilization." (306-501)

6060-0202. Evaluate the contributions to our modern culture by one or more of the following ancient cultures: Egyptian, Greek, Roman, or others. (306-502)

6060-0203. Compare cultures from different parts of the Eastern Hemisphere in terms of each of the following components:

a. Political
b. The arts
c. Economical
d. Social
e. Nutritional
f. Ethical (306-504)

6060-0204. Analyze how cultures and religions within societies of the Eastern Hemisphere have had conflicts which resulted in change. (306-201, 2, 3)

STANDARD
6060-03.

The students will explain that every society has roles, norms, values, and sanctions to guide the behavior of individuals and groups within society.

OBJECTIVES

6060-0301. Compare and contrast the roles, norms, values, and sanctions of several countries in the Eastern Hemisphere with other cultures. (306-301)

6060-0302. Reinforce the necessity of honesty and personal integrity in becoming a valuable citizen in society. (306-304)

6060-0303. Recognize the feelings, values, and uniqueness of other cultures. (306-303)

STANDARD
6060-04

The students will explain that the geographic features of places within the Eastern Hemisphere vary and contribute to their distinctiveness.

OBJECTIVES

6060-0401. Locate the continents and oceans of the world. (302-801)

6060-0402. Locate the countries in the Eastern Hemisphere. (306-805)

6060-0403. Describe the natural features and natural resources in the Eastern Hemisphere. (306-402)

6060-0404. Locate the major cities in the Eastern Hemisphere on a map. (306-805)

6060-0405. Describe how the geographical features affect the climate of the Eastern Hemisphere.

| STANDARD<br>6060-05 | The students will analyze some of the economic costs and benefits of an interdependent world. |
|---|---|

OBJECTIVES

6060-0501. Define tariff, embargo, technology, prosperity, recession, inflation, depression, planned economy, traditional economy, and market economy.

6060-0502. Review economic concepts of scarcity, opportunity cost, and productivity. (304-601, 2; 301-601)

6060-0503. Describe the characteristics of the planned economy, traditional economy, and market economy models. (306-603)

6060-0504. Demonstrate the use of economic indicators such as Gross National Product, Consumer Price Index, Producers Price Index.

6060-0505. Identify economic conditions that affect the world economy; i.e., prosperity, recession, government trade policy. (306-602)

6060-0506. Identify economic trends that affect supply and demand which are likely to impact future occupational choices and living styles.

6060-0507. Identify the different types of exchange systems used throughout the history of world trade.

| STANDARD<br>6060-06 | The students will analyze how governments make decisions and settle conflicts. |
|---|---|

OBJECTIVES

6060-0601. Describe the various ways leaders are elected, appointed, or acquire power in different Eastern Hemisphere countries. (306-707)

6060-0602. Discuss ways that particular groups use political systems to represent and promote their interests. (306-703)

6060-0603. Model appropriate democratic principles and practices to students in the school.

6060-0604. Apply the concept of cultural diversity to different areas of the world.